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citizen participation in California, Florida, Illinois, and New Jersey. (ELG)

ED 173 544 CE 019 614

Ahmann, J. Stanley

Needs Assessment for Program Planning in Vocational Education. Information Series No. 154.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-41p.; For related documents see CE 019 603-618

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Assessment, *Educational Needs, *Educational Planning, Educational Problems, Evaluation Methods, Models, National Surveys, *Needs Assessment, Program Planning, State Surveys, *Vocational Education

Intended to assist practitioners in vocational education in improving program planning and evaluation, this paper provides an overview of needs assessment, which is a method of acquiring evaluative data required by the Vocational Education Amendments of 1978 (P.L. 94-482). The first two sections discuss various definitions of educational needs currently used and the six types of needs assessment methods commonly applied: self-perceived needs discrepancy analysis, interactive needs assessment, objective discrepancy analysis, subjective needs assessment, objective needs assessment, and subjective discrepancy analysis. The last two of these types are further illustrated in the third section as their use in national, state, and local studies is described. (The national study was conducted in large cities, while the other studies were made in Iowa, Tennessee, Florida, and Minnesota.) Then, the state of the art of needs assessment in vocational education is examined. The last section delineates significant issues and problems, including (1) the definition of the term "need"; (2) performance and treatment needs; (3) levels of intensity of educational needs; (4) the combination of hard and soft data; and (5) continuous needs assessment. The appendix contains a list of suggested readings. (This paper is one of a series of sixteen knowledge transformation papers.) (ELG)

ED 173 582 CE 021 373

Crowe, Michael R. Adams, Kay A.

The Current Status of Assessing Experiential Education Programs. Information Series No. 163.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0044
Note-102p.; For a related document see CE 021 374
Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210 ($6.25)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Education, Cooperative Education, Disadvantaged Groups, Educational Assessment, Educationally Disadvantaged, Educational Programs, Employment Experience, *Evaluation Methods, *Experiential Learning, Field Experience Programs, Internship Programs, Postsecondary Education, *Program Evaluation, Secondary Education, Vocational Education, *Work Experience Programs
Identifiers-Career Intern Program, Executive High School Internship Program, Experience Based Career Education, Neighborhood Youth Corps

This report is a composite of the evaluation methods and findings derived from national evaluations of experiential education programs. Section I, an overview of assessing experiential education, has two chapters: an introduction which discusses the origins and current trends of experiential education and identifies the purpose of the study; and an outline of goals, outcomes, and key features of experiential education programs. Section II takes a closer look at five experiential education programs: Experience-Based Career Education, the Career Intern Program, Executive High School Internships Program, cooperative education programs, and Neighborhood Youth Corps. Each vignette answers the following questions about the particular program: How was the program developed? Who are the participating students? What are its goals? What are its key elements? How was the evaluation done and where is it reported? What are the evaluation findings and what are the evaluation problems? Section III, which presents conclusions about assessing experiential education, discusses the synthesis of evaluation findings, problems in evaluating experiential education programs, and alternatives to current practices. A selected bibliography is appended. (LMS)

are singled out: business, industry, and labor; parents; and political and quasi-political groups. The two internal audiences of students and nonvocational educators are also examined. The appendixes provide abstracts of effective public relations techniques, rules for preparation of a news relaease, and how to reach television audiences. Various exhibits and tables are included to illustrate or summarize the text of the handbook. (ELG)

ED 173 581 CE 021 673

Looking Towards the Future.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Business Education.

Spons Agency-City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Business Education.

Pub Date- 77

Note-36p.; Report prepared by the Statewide Business Education Review Committee

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Articulation (Program), *Business Education, Core Curriculum, Curriculum Development, Educational Objectives, Educational Resources, *Program Evaluation, Relevance (Education), Secondary Education, *State Programs

Identifiers-*New York

Directed to all New York State business education teachers, other teachers, and business and educational groups, this report contains recommendations made by the Statewide Business Review Committee. Report topics include the following: student populations to be served; business education programs; core requirements of the business education curriculum; the business education curriculum (competency-based, recommended curriculum development procedures, meeting local and individual needs, state and required committees, and implementation); effective use of resources and instructional strategies (the teacher as a manager of learning resources, articulation with business, and teaching methods); adult business education; program articulation; business teacher education; and maintaining a relevant business education program. (JH) standards workbook was developed that included standards specific to agricultural production, agricultural sales and service, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, forestry, adult education, and standards common to all programs. A guide was developed to be used in implementing the standards for quality vocational programs in agricultural occupational education. (The appendixes include a copy of the standards, a questionnaire on the completed program review, and a list of rejected standards.) (LRA)

ED 173 601 CE 022 109

A Guide for Using Illinois Standards for Quality Agriculture Programs in Community Colleges.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Mar 79
Note-75p.; For a related document see ED 164 794
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education Programs, Agricultural Education, Agricultural Engineering, Agricultural Occupations, Agricultural Production, Agricultural Supplies, *Community Colleges, Equipment Standards, Facility Requirements, Forestry, Horticulture, Postsecondary Education, Program Administration, Program Costs, *Program Evaluation, *Program Improvement, Program Length, Program Validation, Secondary Education, Staff Utilization, *State Standards, Supervised Farm Practice, Teacher Qualifications, *Vocational Agriculture
Identifiers-*Illinois

As a result of a project to prepare standards for agricultural occupations programs in Illinois community colleges, this guide was developed to assist local community college instructors, administrators, and other local persons in the evaluation of local agricultural occupations programs. The first section of the guide explains (how standards benefit students, colleges, and the community; (2) how to prepare for a review of the local program; (3) how to conduct the review; and (4) how to develop a plan for upgrading the local program. Section 2 presents a checklist of standards approved by Illinois community college instructors in agriculture. This list is divided into standards which are common to all programs and standards for seven specific areas of the agricultural occupations program. Specific standards are provided for programs in production agriculture, agriculture sales and service, agricultural mechanics, agricultural products, horticulture, forestry, and adult education. The third section of the guide includes field test reports on a community college horticulture program, agricultural supply program, agricultural mechanics program, and agricultural production program. (LRA)

Identifiers-*New York

A program was conducted by the New York State Health Deaprtment's Veterans Health Manpower Center (VHMC) from April, 1972, through March, 1979, to serve the health career interests of Vietman-era veterans. (For two years prior to 1972 the program was carried out by the Health Department's Office of Special Health Manpower Programs.) Since its inception, 6,797 veterans enrolled and availed themselves of the counseling and placement services offered by VHMC. Out of this number approximately 2,800 were placed in health employment or entered health education programs, and an additional 1,470 veterans were place in non-health employment or educational settings. The prime problem which faced the veterans seeking health-care employment was the nonacceptance of their service training and experience as equivalent to civilian education. The overall placement rate was 80%, making the program highly successful. The program met the needs of the medically-trained veterans in New York State and contributed substantially to easing the problems of recruiting and maintaining health care service personnel in the rural, less-populated, and under-served areas of the state. It is recommended that an expanded program be continued to meet the health needs of these areas of the state. (ELG)

ED 173 620 CE 022 215

Ricketts, Samuel Clifton, Ed.

Administration and Supervision of Area Vocational-Technical Schools in Tennessee. Topics of Interest: Volume I.

Middle Tennessee State Univ., Murfreesboro.

Pub Date-79

Note-121p.

Pub Type- Guides - Non-Classroom (055) - Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Advisory Committees, *Area Vocational Schools, *Educational Finance, Federal Aid, *Power Structure, *School Administration, School Supervision, *Vocational Counseling

Identifiers-*Program Articulation, *Tennessee

This document includes seven papers aimed at administrators of postsecondary schools, especially in Tennessee. Topics which are addressed are the problems and concerns of supervision; informal power structure in vocational education; program articulation; effective use of advisory councils in area vocational-technical schools; occupational counseling in these schools; various federal funds for student support in Tennessee area vocational-technical schools; and purchasing and budgeting within these schools. A brief history of area vocational-technical schools in Tennessee is presented, along with discussions of their accreditation, philosophy, purposes, and objectives. (CT) extended interviews with staff in thirteen locations representing nine school systems, additional data were collected. To analyze and describe the data, two models were developed: (1) models of delivery describing the developmental nature of occupational education experience which leads to job placement and (2) models of placement which describe the different modalities of placement in New York State. No uniform pattern of placement and follow-up was found in the state. Each program has evolved a system of placement determined by local conditions. Taken collectively, a developmental process leading to successful job placement is apparent students are exposed to vocational education when they enter high school, they continue into exploratory courses on skill development, and eventually are placed in full-time jobs. (The survey questionnaire is included.) (Author/CSS)

ED 173 638 CE 022 258

A Followup Study of the CETA College Adapter Program. Final Report.
New York State Education Dept., Albany. Bureau of Occupational Education Research.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Note-39p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Achievement, *Admission (School), College Admission, Followup Studies, *Postsecondary Education, Program Effectiveness, *Program Evaluation, School Holding Power, *Student Characteristics, *Student Evaluation, Success Factors
Identifiers-College Adapter Program, *Comprehensive Employment and Training Act

The purpose of this study was to determine whether Comprehensive Employment and Training Act (CETA) project completers in the college adapter program (CAP) have shown evidence of successful performance in a postsecondary program. Specific objectives of the project were (1) to determine the number of CETA project completers who matriculated at college, (2) to determine the extent of continuation at college by CETA project completers, (3) to determine the number of former CAP clients who completed a college program, and (4) to detect any client variables which may be related to college continuation or completion rates. Among the findings were that the majority of clients have attained the educational qualifications prerequisite to college admission and that there is a 75% retention rate for clients who actually matriculated. Other findings indicate differences between the characteristics of clients admitted to different courses of study and clients admitted to different colleges. (Included in the appendixes are CAP CETA program descriptions, college admissions and characteristics of CETA clients in the CAP, and CAP characteristics by courses of study.) (LRA) retrieval methods, (6) problems and innovations in storing and using information, (7) evaluation and selection of career information material, (8) evaluation and selection of career information system, (9) implementation/organization of a system, and (10) location of assistance sources. Specific criteria for evaluating career information and the systems which deliver information are provided. (LRA)

ED 173 659 CE 022 359

Hagman, Joseph D.
Typewriting: Retention and Relearning.
Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Spons Agency-Army Training and Doctrine Command, Fort Monroe, Va.
Report No.-ARI-1211
Pub Date-Jun 79
Note-42p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Job Skills, Military Training, *Retention, Retention Studies, *Retraining, *Typewriting, Typists
Identifiers-*Army, United States

Retention and relearning of straight-copy typewriting skill among thirty-eight administrative specialists, 71L Military Occupational Speciality, were examined after the no-practice retention interval between Advanced Individual Training (AIT) graduation and unit duty. Over this interval, average typing speed decreased and errors increased. As a result, net typing proficiency fell below the minimum AIT graduation standard. After retention testing, twenty-five minutes of typing practice reinstated a significant amount of lost typing speed and net proficiency. It was concluded that brief refresher training is sufficient for administrative specialists to regain straight-copy typing skill. (Author/JH)

ED 173 681 CG 013 586

Moore, Wendy Campbell, Richard

A Pilot Training Program and Evaluation of Training for an Area Agency on Aging.

Pub Date-Nov 78

Note-15p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978); Table 1 is on an oversize page

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, *Agency Role, Educational Needs, Gerontology, *Older Adults, *Program Administration, Research Projects, Senior Citizens, *Staff Improvement, *Training

Identifiers-*Texas (Houston)

A preliminary training and evaluation program was initiated by the Houston Area Agency on Aging. Several pilot training programs were tested, and information was gathered on the current and desired training status of personnel in service-providing agencies. Inspection of obective and subjective reports suggests that future training programs should focus on job-relevant issues and content rather than on general training in gerontology. Trainees in the pilot program indicated a preference for loosely structured, discussion-format training sessions over both traditional college courses and on-the-job (apprentice) training. Of critical importance for successful training was the advance preparation of printed instructional materials to be used by trainees as study aids. Suggestions for future development include the creation of instructional kits for on-site use, extensive job analyses of first- and second-level jobs, and the development of multi-level training courses in relevant areas. (Author)

ED 173 704 CG 013 609

Retirement, Work, and Lifelong Learning; Hearing Before the Special Committee on Aging, Ninety-Fifth Congress, Second Session. Part 4.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date-8 Sep 78

Note-150p.; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ; Some small print marginally legible

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Age, *Continuous Learning, *Economic Factors, Federal Legislation, Minority Groups, National Organizations, *Older Adults, *Retirement, *Social Attitudes, *Work Attitudes

The transcripts of testimony given before the Senate Committee on Aging by representatives of numerous national organizations for older adults, such as the National Council on Aging and the National Gray Panthers, are provided. Issues reviewed in these statements address the following areas of concern: minority group needs, retirement planning, work and retirement attitudes, societal attitudes toward older workers, income sources, employment benefits, Social Security, and lifelong learning. The appendices contain items submitted by the national organizations dealing with the elimination of mandatory retirement and Social Security problems, as well as newspaper articles dealing with longevity, population trends, and early retirement. (HLM)

Identifiers-*Stress Inoculation

Although the problem of aggression generates considerable social concern, aggressive delinquents are rarely provided with more than minimal treatment following legal processing and incarceration. When treatment is available, it usually consists of some form of ineffective or even counterproductive punishment administered in the context of a token economy. To see if a more useful approach to the treatment of juvenile delinquent aggression is possible, 27 institutionalized male delinquents evidencing verbal and physical aggression in response to anger provocations were exposed to one of three experimental conditions: no treatment (NT), consisting only of pre- and posttreatment assessment; stress inoculation (SI), including provision of an educational rationale, coping and self-instructional skills training, therapist modeling and rehearsed practice of non-aggressive responses to provocations; and treatment elements (TE), involving a regimen of relaxation training and rehearsed practice of non-aggressive provocation responses. Only SI was effective in decreasing verbal aggression exhibited during laboratory role play provocations. Implications of cognitive behavior therapy techniques in treating anger control problems of delinquents are discussed. (Author/LS)

ED 173 728 CG 013 635

Riger, Stephanie Gordon, Margaret
Public Opinion and Public Policy: The Case of Rape Prevention.
Northwestern Univ., Evanston, Ill. Center for Urban Affairs.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 78
Grant-R01-MH-29629-01
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Available from-Center for Urban Affairs, Northwestern University, 2046 Sheridan Road, Evanston, IL 60201
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Community Attitudes, Environmental Influences, *Prevention, Public Policy, *Racial Differences, *Rape, Risk, *Sex Differences

Beliefs about the effectiveness of rape prevention strategies influence public cooperation in their implementation. To acquaint public policy makers with these beliefs and to help them assess their impact, a three-city telephone survey of adults was conducted using a random sampling of ages, races, male and female, married and unmarried, from all income categories. Strategies for crime prevention fall into two categories: reducing the likelihood that someone will become an offender, and reducing the likelihood that one will become a victim. Survey respondents were asked to assess the effectiveness of each type. Black and older women rated Restrictive Preventive Measures as more helpful than Assertive ones, while the opposite pattern of endorsement held for the other three race-sex groups and for young and middle-aged women. The assertion that likelihood of victimization affects people's beliefs about rape prevention found mixed support, with Black women higher than all others in endorsing Restrictive strategies, while young women gave it the lowest endorsement. Policy acceptance, particularly restricting women's activities, will vary according to age, sex, race, and income. (LS)

Minneapolis: Public Attitudes About Crime; A National Crime Survey Report.

National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.

Report No.-SD-NCS-C-26

Pub Date-Dec 78

Note-64p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavior Patterns, *Community Attitudes, *Crime, *Law Enforcement, *Police, Racial Differences, Research Projects, Safety, Sex Differences, Tables (Data), Violence

Identifiers-*Minnesota (Minneapolis)

This report presents part of the results of the National Crime Survey, an ongoing series of surveys sponsored by the Law Enforcement Assistance Administration and designed to provide insight into the impact of crime on American society. Based on representative sampling of households and commercial establishments, the program has two major elements a continuous national survey and 26 separate surveys of central cities across the nation. The city surveys, administered to a scientifically designed sample of housing units within each jurisdiction, had a twofold purpose: to assess public attitudes about crime and related matters, and to develop information on the extent and nature of residents' experiences with selected forms of criminal victimization. This paper contains 37 data tables showing survey results for the city of Minneapolis, interspersed with analytical discussion. It also presents two technical appendices, a glossary, a copy of the survey questionnaire, and statistical information regarding the study. (Author)

ED 173 705 CG 013 610

The Status of Guidance and Counseling in the Nation's Schools.

American Personnel and Guidance Association, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-251p.
Pub Type- Information Analyses (070) - Collected Works - General (020)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Career Education, *Counseling, *Counselor Role, Counselors, *Educational Legislation, Elementary Secondary Education, Federal Programs, *Guidance, Minority Groups, School Community Relationship, *Student Needs

The status of guidance and counseling in American education was investigated by a task force comprised of members of the American Personnel and Guidance Association and the United States Office of Education. Results of this inquiry indicated the following issues as major areas of concern: (1) comprehensiveness of guidance programs; (2) guidance practices at various educational levels; (3) career guidance and counseling; (4) special needs of minority and handicapped populations; (5) the counselor's role with school personnel, students, and the community; and (6) the impact of the law and state supervisory requirements. (HLM)

173 527 CE 017 008

seholder, Larry D. And Others
formance-Based Teacher Education/Inservice Application Project, March
, 1977 through June 30, 1978.
er Valley Vocational Education Planning District, Piqua, Ohio.
Date-78
e-53p.; Best copy available
Type- Reports - Descriptive (141)
S Price - MF01 Plus Postage. PC Not Available from EDRS.
criptors-*Demonstration Projects, *Inservice Teacher Education,
earning Modules; *Performance Based Teacher Education, Program
evelopment, Teacher Improvement, Teaching Skills, *Vocational
ducation
ntifiers-National Center for Research Vocational Educ

n exemplary project was conducted at a joint vocational school to
t the adaptability of the performance-based teacher education (PBTE)
erials developed by the National Center for Research in Vocational
cation to inservice applications for vocational education teachers at
secondary and adult levels. The activities of the project were
ded primarily by a twelve-member steering committee consisting of
chers and supervisors. The project was initiated through a
-implementation assessment of the teaching faculty's competence in
ected areas as well as a series of orientation seminars for personnel
olved in the project. Implementation included two phases. During
se I, implementation strategies were developed and refined based upon
mative evaluation. Phase II of the project involved continuous
rovement and refinement of the program over an entire academic year.
n completion of phase II, a post-implementation assessment was
ducted. Results of the pre/post-implementation assessments indicated
t in general the teaching faculty improved in each competency area
sured by the self-assessment instruments. (The appendices include
truments for assessment of teacher competencies, a teacher's guide to
ng PBTE materials, PBTE project teacher evaluation forms, and the
ults of teacher self-assessment and supervisor assessment of
petencies.) (JH)

ED 173 545 CE 019 615

Pucel, David J.

Longitudinal Methods as Tools for Evaluating Vocational Education. Information Series No. 155.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0032
Note-25p.; For related documents see CE 019 603-618
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cross Sectional Studies, Data, *Data Collection, Definitions, *Evaluation Methods, Literature Reviews, *Longitudinal Studies, Research Design, *Research Methodology, Research Problems, *Vocational Education

One of a series of sixteen knowledge transformation papers, this paper examines the advantages and disadvantages of longitudinal studies as a method for evaluating vocational programs. First, longitudinal methods are defined for the differences between them and cross-sectional studies are established. The results of a literature search conducted on the ERIC database are provided, showing that eighteen studies relevant to vocational education used longitudinal methods. Then, the importance of longitudinal data is emphasized because of its role in studying the relationships between vocational program practices and student development. In the next section, ways to implement longitudinal studies are discussed. The data requirements are found to include input information on biography and enrollment; process data, such as student progress and program characteristics; and output information on termination, initial placement, and follow-up. The conclusion acknowledges the problems associated with such studies to be the complicated process of data collection, the length of time involved, and the lack of prototypes for vocational educators to follow. References are cited at the end. (ELG)

Crowe, Michael R. Beckman, Carol A.
Perspectives on Investigating the Consequences of Experiential Education. Information Series 164.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0044
Note-105p.; For a related document see CE 021 373
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.25)
Pub Type- Speeches/Meeting Papers (150) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cooperative Education, Economics, Educational Anthropology, Educational Assessment, Educational Psychology, Educational Sociology, *Evaluation Methods, *Experiential Learning, Field Experience Programs, Postsecondary Education, *Program Evaluation, Secondary Education, Symposia, Vocational Education, *Work Experience Programs

This document contains the proceedings of a two-day symposium conducted to analyze four different perspectives (psychological, economic, anthropological, and sociological) on evaluating experiential education programs. The perspectives are represented in papers by Samuel H. Osipow, Psychology, Ohio State University; Nicholas M. Kiefer, Economics, University of Chicago; Sheila S. Walker, Anthropology, University of California; and Frank J. Weed and Charles E. Ramsey, Sociology, University of Texas. The keynote address, by Richard Graham of Youthwork, Inc., is followed by a section for each perspective. Each section begins with the major presentation and includes a summary of the commentary by participants on the advantages and limitations of the particular perspective in evaluating experiential education programs. Following the commentary is a summary of the perspective by an individual who represents that perspective and is an experiential education practitioner. The last section offers reflections on the symposium by Thomas R. Owens, Northwest Regional Educational Laboratory; and Dan Conrad, University of Minnesota. The symposium agenda, a list of participants, and biographical sketches of the authors are appended. (LMS)

ED 173 582   CE 021 695

Young, William C., Ed.

First Annual Convention of the Naitonal Association for the Advancement of Black Americans in Vocational Education: Proceedings.

National Association for the Advancement of Black Americans in Vocational Education.

Spons Agency-Prairie View A and M Univ., Tex.

Pub Date-Jun 78

Note-102p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Black Education, *Black Employment, Black Organizations, *Blacks, Black Youth, Job Training, Program Development, *Social Problems, Unemployment, *Vocational Education

Identifiers-*National Association for Blacks in Vocational Ed

The proceedings of the first annual convention of the National Association for the Advancement of Black Americans held in Dallas, Texas, March 2-4, 1978, are presented. The conference theme was ``Addressing the Critical Issues in Vocational Education for Black Americans.'' Included in this document are edited speeches and/or opening remarks by the following individuals: Alan Sheppard, Shirley Chisholm, Angie Grace, Harland Randolph, Charles Nichols, Benjamin Whitten, Addison Hobbs, and Ernest Green. The appendices include the conference evaluation report, conference program agenda, and the names and adresses of the conference participants. (JH)

ED 173 660 CE 022 368

Skindle, John D., Ed. Greenwood, Katy L., Ed.

Graduate Training in Vocational Education. Survey of Graduate Schools. Proceedings: Workshop on Graduate Training in Vocational Education.

Spons Agency-Minnesota State Dept. of Education, St. Paul.; Minnesota Univ., Duluth.

Pub Date-77

Note-69p.; Not available in hard copy due to small print ; Research prepared in collaboration with the National Resource Panel of the Education Professions Development Programs

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Programs, *Educational Quality, *Graduate Study, Higher Education, Program Evaluation, *Program Improvement, *Vocational Education, Workshops

Identifiers-United States, University of Missouri

Focusing on the improvement of graduate programs in vocational education, this monograph is organized into two sections. Section 1 reports the results of a survey initiated by the National Resource Panel of graduate programs in vocational education in the United States. Section 2 contains working papers used in a workshop which addressed the topic, Demensions of Quality in Graduate Programs in Vocational Education.'' The titles and authors of the papers are as follow: Overview of Graduate Training Programs,'' by Chester McKee; Vocational Education Graduate Programs: An Analysis,'' by Henry Buckell; Vocational Education Programs: Building on the Merits,'' by Norman Durham; and Quality Programs for the Future,'' by Carl Dolce. Also included are summaries of observations and discussions by workshop participants. The appendices contains a list of graduate schools with degree programs in vocational education, a list of institutions participating in the workshop, a roster of workshop participants, and a description of departmental functions, objectives and criterion questions for the Department of Practical Arts and Vocational Education, University of Missouri. (JH)

ED 173 602 CE 022 133

Business Data Processing. Program Competencies.
Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date-Jan 79
Note-41p.
Available from-Special Assistant for Public Information and Publications, P.O. Box 6 Q, Commonwealth of Virginia, Richmond, VA 23216 ($2.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Business Education, Business Skills, *Data Processing, Educational Objectives, *Performance Based Education, Secondary Education
Identifiers-Virginia

This guide states competencies expressed in performance objective format that would normally comprise the instructional goals for business data processing programs on the secondary level. These competencies are grouped into the following categories: punch card equipment operator, data entry operator, data control clerk, data processing librarian, computer operator, entry-level computer programmer, business education core learning objectives, introduction to data processing learning objectives, and business systems learning objectives. Also included is an introduction to and a description of the business data processing program as it exists in Virginia as well as a guide to the suggested use of the stated performance objectives. Appendixes give business data processing facilities and equipment guidelines and a business data processing text book bibliography. (Author/CT)

ED 173 621 CE 022 216

Ricketts, Samuel Clifton

Agricultural Education Teacher Education Preservice Program.

Ohio State Univ., Columbus. Dept. for Vocational - Technical Education.

Pub Date-79

Note-87p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accreditation (Institutions), Admission Criteria, Agricultural Education, *Curriculum Development, Educational Research, Facility Requirements, Models, Postsecondary Education, *Preservice Education, Relevance (Education), Standards, Student Teaching, *Teacher Education Curriculum, Teacher Educators, Teacher Evaluation, Teaching Methods, Teaching Skills, *Vocational Agriculture Teachers

Intended to introduce a model, relevant preservice program for agricultural education teachers, this paper porposes a curriculum which for the most part meets the standards of the National Council for Accreditation of Teacher Education. Divided into seven sections, it covers the following topics: (1) the role of the teacher; (2) an agricultural education preservice curriculum, consisting of general, technical, and professional education; (3) instruction of prospective teachers; (4) resources and facilities, stressing the need for a separate vocational agriculture building; (5) policies and criteria for admissions to preservice teacher education; (6) standards for teacher educators; and (7) evaluation, including an agricultural education teacher evaluation plan for both formative and summative evaluation. In the section on curriculum, a justification for early student teaching is provided as well as a justification for not meeting the national accreditation standard of courses in philosophy of education or educational sociology. Each section contains two portions: first, an overview of the topic, culling the opinions and suggestions of scholars in that area; and second, the author's views. The appendixes provide national standards for teacher education, professional instructional alternatives and their comparison, and a survey form for teacher effectiveness. A bibliography is also given. (ELG)

ED 173 639 CE 022 260

Vanek, Carol
Project MAVE - Model for Articulated Vocational Education. Final Report.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Note-48p.; Not available in hard copy due to light print; For a related document see ED 162 083-084
Pub Type- Information Analyses (070) - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Guides, *Articulation (Program), Community Colleges, Cooperation, Elementary Secondary Education, Organizational Communication, Postsecondary Education, *Program Administration, *Program Coordination, Program Improvement, Program Planning, *Vocational Education
Identifiers-*Illinois

Based on the need to strengthen articulation activities within the Illinois educational system, this project was designed to provide a formal articulation mechanism utilizing the concept of institutional coordination for the development of comprehensive vocational programs and services. Phase 1 of the project developed an articulation process model and articulation guide based on four major elements: (1) building a cooperative climate, (2) expanding communication among staff, (3) developing sequenced kindergarten through postsecondary programs, and (4) coordinating kindergarten through postsecondary services. The articulation guide provides the framework for reducing articulation problems by presenting methods, ideas, and suggestions for implementing articulation practices in various educational settings. Phase 2 of the project measured the utility of the articulation guide to local education agencies in their attempts to formalize articulation practices. The guide was field tested at eight sites throughout the state to validate the effectiveness and feasibility of the materials, supply data for possible refinement, and determine effective means of implementation and dissemination of the materials. In phase 3, fourteen additional sites were selected for implementation. (Included in the appendixes are four essential elements for effective articulation, factors leading to good articulation, and successes and barriers to articulation.) (LRA)

Krishnan, Ahalya

Achievement Motivation Correlates: Sex Differences in High School Seniors.

Pub Date- 77
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Aspiration, Behavior Patterns, High School Students, *Individual Characteristics, *Motivation, *Psychological Characteristics, *Sex Differences

Sex differences in aspirational and psychological variables related to achievement motivation were investigated among high school seniors. The sample consisted of 218 boys and 241 girls. Sex differences in fear of success imagery was not found. Results indicated when girls were compared to boys that girls: (1) have earlier plans for marriage; (2) showed lower level of work-study aspirations; (3) perceived their parents and boyfriend to hold lower work-study aspirations for them; (4) showed more non-traditional attitudes toward women; and (5) had lower resultant achievement motivation, stronger need for affiliation, and keener sensitivity to rejection. (Author)

ED 173 729 CG 013 636

Heath, Linda And Others
Estimation of Danger and Endorsement of Self-Protection Strategies: A Study of Locus of Control.
Northwestern Univ., Evanston, Ill. Center for Urban Affairs.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 78
Grant-R01-MH-29629-01
Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Available from-Center for Urban Affairs, Northwestern University, Evanston, IL 60201
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Behavior Theories, Females, Field Studies, *Locus of Control, *Prediction, Rape, *Risk, Situational Tests
Identifiers-*Shaver (K G), *Walster (E)

Contradictory predictions concerning control over negative events exist in Walster's self-protective attribution theory which maintains that on-lookers in negative situations are apt to seek control by convincing themselves that such a situation couldn't happen to them, while Shaver's defensive attribution theory suggests that in a comparable situation people are more likely to attribute the responsibility to change. A field test was utilized to survey women in three cities, by telephone, about rape prevention. Hypothesizing from the two theories, Walster would predict that the respondents feeling more likely to be victimized will be more likely to attribute effectiveness to control-maintaining strategies, while Shaver would predict the opposite. Assessment of risk by the subjects supported Walster with high endorsement for personal strategies by those judging their risk as high. In addition, respondents who believed there was no risk endorsed such strategies most of all, which satisfied neither theory. Shaver's theory received no confirmation. Passive responses were due to feelings of inadequacy among the subjects. (LS)

ED 173 583 CE 021 721

Moody, Tom

Vocational Education, CETA, and Youth Unemployment: Meeting the Needs of Inner City Youth. Occasional Paper No. 50.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Feb 79

Note-18p.; Speech presented at a staff development meeting at the National Center for Research in Vocational Education (Columbus, Ohio, 1979)

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-City Government, City Problems, Cost Effectiveness, *Disadvantaged Youth, Federal Aid, Federal Legislation, *Federal Programs, Job Training, Occupational Mobility, Program Content, *Unemployment, Urban Environment, Urban Youth, *Vocational Education, Youth Employment, Youth Problems, Youth Programs

Identifiers-*Comprehensive Employment Training Administration, *Ohio (Columbus)

The Mayor of Columbus, Tom Moody, spoke on his views of CETA, unemployment, and vocational education. In his opinion, all required and most optional education should be vocational education; that is, it should equip people to be able to support themselves, to earn a living, and to be productive in our society. He pointed out several fallacies'' that related to the policy of full employment, such as the assumptions that all people want to work and that all jobs must offer upward mobility. In his discussion of the CETA programs in Columbus he described the operations of the various programs, such as SPEDY (Summer Program for Economically Disadvantaged Youth), the Job Corps, and the Young Adult Conservation Corps. While he recognized the need for training the disadvantaged, he felt that the programs often overlap and are not set up to use their funding in the most effective manner. These problems, he thought, may result from the motivation of politicians to acquire as much federal aid as possible for their constituency. After his speech, he answered questions on the issues he had raised. (ELG)

ED 173 681 CE 022 385

A Survey of the Employment and Performance of Non-Traditionally Trained Teachers of Agriculture and Trade and Industry Education. Final Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date-Jan 78

Note-55p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Education, Employment Qualifications, *Special Programs, *Teacher Certification, *Teacher Characteristics, Teacher Education, Teacher Evaluation, Teaching Quality, *Trade and Industrial Education, *Vocational Education Teachers, Work Experience

Identifiers-*New York

The purpose of this study was to ascertain the effect of a 1972 change in New York certification requirements for vocational education teachers which made it possible for individuals with minimal work experience to become certified to teach vocational subjects. To determine the effect of these changes on local schools, this study attempted to determine the extent of hiring of trade and industry and agriculture teachers under the revised regulations and to assess the performance of those teachers, as performance was perceived by supervisors. A survey form was developed and administered through interviews to the supervisors of those individuals initially entering teaching with nontraditional preparation and no previous teaching experience. The only significant differences found were that traditionally prepared teachers, as a group, were somewhat older than non-traditionally prepared teachers and had more experience both in their teaching field and in related fields. Supervisors perceived non-traditionally prepared teachers as being positive on most variables but believed improvements could be made in classroom management and human relations skills. (Teacher certification requirements and the survey form are appended.) (LRA)

ED 173 683 CG 013 588

Longino, Charles F., Jr.

Going Home: Aged Return Migration in the United States 1965-70.

Miami Univ., Coral Gables, Fla.

Spons Agency-National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Pub Date- 78

Grant-1486029925D1

Note-24p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Demography, Family Relationship, *Migration Patterns, *Older Adults, Planning, Population Distribution, *Residential Patterns, *Retirement

A study was conducted to examine two related questions concerning aged return migration: first, which features are common to states that are able to attract a high proportion of their migration-prone native sons and daughters; and second, what might account for the differences, if any, in the demographic and socioeconomic characteristics of return and non-return migrants. Individual characteristics of persons age 60 and over from the 1970 1-in-100 Public Use Sample of Basic Records were analyzed. Distribution patterns revealed that the sun belt states, as a whole, disproportionately attract return migrants; states drawing heavy shares of both types are coastal, except for Arizona. By employing discriminant function analysis and tests for differences of means of migrant characteristics, it was found that return migration is negatively selective. This may be accounted for, in part, by the moves of some inmigrants to attractive destination states followed later by a secondary move to their states of birth when their service and social support needs increase. This model was indirectly tested on streams and counter-streams and the findings were consistent with the model. (Author)

173 528 CE 017 661

eer Education Curriculum Guide.

iana State Board of Vocational and Technical Education, Indianapolis.
ns Agency-Bureau of Adult, Vocational, and Technical Education
DHEW/OE), Washington, D.C.
Date-73
e-531p.
Type- Guides - Classroom - Teacher (052)
S Price - MF02/PC22 Plus Postage.
criptors-*Career Awareness, *Career Education, *Career Exploration,
Career Planning, Educational Objectives, Elementary Secondary
ducation, *Learning Activities, *Resource Materials
ntifiers-Indiana

his career education curriculum guide contains an illustration of
iana's state model for career education, a glossary of important
ms, and four unit guides organized by grade level. A brief
roduction to each guide emphasizes the overall objective for that
de level (K-5, career awareness; 6-8, career exploration; 9-10,
eer investigation; and 11-12, career preparation). Each guide
tains learning objectives, learning experiences, and

rials/resources organized by curriculum-subject area. A major
ion of this document contains appended materials, including
gested activities; books and pamphlets; bulletin board suggestions;
eer club information; commercial materials; films and filmstrips;
s; inexpensive sources of career information; and test information.

ED 173 546 CE 019 618

Lee, Arthur M.

Use of Evaluative Data by Vocational Educators. Information Series No. 156.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-25p.; For related documents see CE 019 603-618

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Bases, Data Collection, *Evaluation, *Evaluation Needs, Information Needs, *Information Sources, *Information Utilization, Management Information Systems, National Programs, Research Problems, State Programs, Statewide Planning, *Use Studies, Validity.

*Vocational Education

One of a series of sixteen knowledge transformation papers, this paper deals with the nature and extent of use of evaluative data by administrators in vocational education. First, the following conditions which govern the use of the data are described: availability, reliability, credibility, utility, and consistency. Since the legitimacy of most actions supported by evaluative data is obvious, it is not discussed, but one less well recognized use, public relations, is acknowledged. Also explained is the role of evaluative data in state planning. While it is difficult to determine the actual extent to which vocational educators use evaluative data, it is stated that sources do exist for this type of information, such as systematic analyses of state plans and surveys of state planners and administrators. Other evidence of the data's use is found in the possibility to derive by inference. Research is reported as currently underway on both the use and effectiveness of evaluative data. The state and local management information systems are described since they are the most extensively used data bases. Other potential sources are mentioned on the state and national level, particularly the new national Vocational Education Data System and the National and State Occupational Information Coordinating Committees. (ELG)

Vetter, Louise And Others

Vocational Education Sex Equity Strategies. Research and Development Series No. 144.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-77-0061

Note-272p.; For related documents see CE 022 136 and CE 022 239

Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Change Strategies, Federal Legislation, Information Sources, Instructional Materials, Legal Responsibility, *Methods, Nontraditional Students, Perception, Problem Solving, *Program Development, *Program Planning, School Community Relationship, Sex Discrimination, *Sex Fairness, Sex Stereotypes, Student Recruitment, *Vocational Education

Identifiers-*Education Amendments 1976

Strategies and techniques for increasing sex fairness in vocational education are provided in this guide designed for sex equity personnel, instructors, administrators, counselors, and curriculum planners. Eight chapters of information are provided and are generally organized into the following format: introductory questions, narrative, references, reprints, and exercises. Topics include creating sex fairness concerns, dealing with sex bias, recruiting students for nontraditional classes, retraining students in nontradition classes, interacting with the community, assessing and adapting materials, and program planning (needs assessment, local flexibility, legislative compliance, and funding). The final chapter contains an annotated bibliography organized into five categories: (1) separate publications (books, reports, packages), (2) journal articles, (3) papers from professional meetings, (4) newsletters, and (5) audio-visuals. (JH)

ED 173 707 CG 013 612

Fredericksen, Gary E. Fullerton, Theo F.

Report of the Pilot Project to Evaluate the System of Interactive Guidance and Information.

California State Polytechnic Univ., Pomona.

Spons Agency-California State Univ. and Colleges, Los Angeles.

Pub Date-8 Dec 78

Note-30p.; Appendix A not filmed due to small type

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Education, *Career Planning, College Students, *Computer Oriented Programs, Decision Making Skills, Higher Education, Program Evaluation, *Student Behavior, *Vocational Counseling

Identifiers-*System of Interactive Guidance and Information

A pilot project, conducted by California State Polytechnic University, Pomona, for the California State University and Colleges, investigated the value of the System of Interactive Guidance and Information (SIGI) as a career planning tool, and assessed its impact on the university's instructional timesharing computer from November 1977 to December 1978. Results indicated that: (1) undeclared majors, women, younger, and lower division students were overrepresented as SIGI users; (2) at least 94% of the student users gave SIGI a grade of A or B in terms of its interesing aspects; (3) students tended to more ably identify their values, occupational choices, and issues ragarding their career plans;

(4) SIGI increased the productiveness of counselors' time; (5) faculty responses to SIGI were favorable; and (6) computer time allotted for SIGI was used efficiently. (Author/HLM)

ED 173 564 CE 021 375

Casey, Florence M., Ed.
Work Attitudes and Work Experience: The Impact of Attitudes on Behavior. R & D Monograph 60.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-38p.; Small print marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00336-0)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, Black Attitudes, Blacks, Caucasians, Employee Attitudes, Employment Trends, Females, *Job Satisfaction, Labor Turnover, Males, Motivation, National Surveys, *Success Factors, Trend Analysis, *Vocational Adjustment, *Work Attitudes, *Work Experience, Working Women
Identifiers-National Longitudinal Study

Using data from the fifteen-year National Longitudinal Study (NLS), a special study examined the interaction of work-related attitudes and subsequent behavior for eight age-sex-race groups. It was found that attitudes do influence subsequent work behavior. Specifically, it was established that individuals who felt they could influence their future through their own efforts later experienced greater success in the labor market than those who were less optimistic. Similarly, the relationship between job dissatisfaction and turnover was clearly marked. The evidence also indicated that dissatisfaction results in extensive costs to workers in terms of increased unemployment, decreased labor force participation, below-average growth in annual earnings, and a lower rate of promotion. For women in particular, their degree of commitment to work, their attitudes toward the propriety of mothers' working, and their husbands' attitudes toward wives' labor force participation all bore a measureable relationship to subsequent work experiences. The findings pointed to the potential significance of instilling success-prone'' attitudes in youth as they proceed from school to their initial work experiences. (Tables of statistical data are appended.) (Author/LMS)

ED 173 622 CE 022 218

Gordon, Ruth, Comp And Others

Current Projects in Vocational Education FY 1978. Federally Administered Projects.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 79

Contract-300-78-0032

Note-108p.; For related documents see ED 138 782 and ED 151 611

Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, *American Indians, *Bilingual Education, *Career Education, Curriculum Development, Demonstration Projects, Educational Research, Elementary Secondary Education, *Experiential Learning, Federal Aid, Grants, Postsecondary Education, Professional Training, *Research Projects, *Vocational Education, Work Experience Programs

Identifiers-National Center Research Vocational Education

Resumes of new and continuing projects funded by the Division of Research and Development (United States Office of Education/Bureau of Occupational and Adult Education) are provided in this third annual report. The publication is divided into two sections. Section I contains 148 project resumes arranged alphabetically by state within the following groups: programs of national significance (projects of national significance, personnel development, National Center for Research in Vocational Education, and curriculum coordination centers), bilingual vocational education, and assistance contract programs for Indian tribes and Indian tribal organization. The information provided in each resume includes the title, project director and organization, contract or grant number, project number, fiscal year funding and funding period, project officer, state and U.S. Congressional district, and an abstract focusing on project objectives and procedures. Section II contains three indexes: subject, project director, and geographic location. The appendices contain lists of institutions and teacher educators participating in two personnel development programs (vocational education graduate leadership development and vocational education teacher certification fellowship). (Author/JH)

ED 173 640 CE 022 266

Oglesby, Elizabeth H. Katz, D. S.

Development and Dissemination of a Manual for Developing Coal Mining Curricula. Final Report.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-30 Jun 79

Note-45p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Planning, *Educational Needs, Employment Projections, *Information Dissemination, Labor Market, *Manpower Needs, Needs Assessment, Occupational Surveys, *Performance Based Education, Postsecondary Education, Secondary Education, Workshops

Identifiers-*Coal Mining, Illinois

This report describes and summarizes the purposes, activities, major findings, and recommendations of three coal-related study reports: (1) An Assessment of Employment and Training needs for Coal and Gasification Occupations, (2) A Manual for Competency-Matched Instructional Resources for Developing Coal Mining Curricula, and (3) The Preparation and Dissemination of a Manual for Use in Planning Competency-Based Underground Coal Mining Curricula. The first report summary presents information on present and projected labor needs for the coal mining and gasification occupations in Illinois, an assessment of training resources presently available, and recommendations concerning development of additional training programs at the secondary and postsecondary levels. The second report summary outlines the development of a manual of coal mining occupational competencies, rank ordered by a technical advisory group of coal mining experts as to importance for entry-level coal mining curricula. (Each competency was matched with instructional materials for teaching of the competency, and a descriptive listing of the multimedia instructional materials was presented.) The third report describes the conversion of the final report of the second project into the curriculum planning manual for use by local education personnel. (The manual was presented, explained, and distributed in two dissemination workshops.) (JH)

ED 173 684 CG 013 589

Smith, Kristen Falde Bengtson, Vern L.

Positive Consequences of Institutionalization: Solidarity Between Elderly Parents and Their Middle-Aged Children.

Pub Date-16 Nov 78

Note-19p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Family Relationship, Gerontology, Institutional Environment, *Institutionalized Persons, *Middle Aged, Morale, *Nursing Homes, *Older Adults, *Parent Child Relationship, Personal Care Homes, Research Projects, Residential Care

This research questions the frequent observation that elderly persons in long-term care institutions are isolated from their families, and that institutionalization is the final step in the breakdown of family relations. Data consisted of open-ended interviews with institutionalized elderly parents and with the child most involved with the parent at the time of placement. The data suggests six general patterns reflecting consequences for family relationships as a result of institutionalization: renewed closeness and strengthening of family ties (30%); discovery of love and affection (15%); continuation of closeness (25%); continuation of separateness (20%); quantity without quality interactions (10%); and abdication institution as a dumping ground. Thus the most prevalent consequences was that of a renewed closeness and strengthening of family ties. This was attributed to a variety of factors. The second most frequent consequence was that of a continuation of family closeness. Together these two consequences, as seen by both generations, represented over half of all families interviewed. These findings suggest that 24-hour institutional care for the elderly parent can support and often strengthen family relationships, especially when relations between generations have been placed under stress by the needs of the older member. Public policy and practice should encourage and exploit such consequences. (Author)

173 529 CE 018 928

tiles & Clothing. Home Economics for Oregon Schools.
gon State Dept. of Education, Salem.
Date-78
-88p.; For related documents see CE 017 684, CE 021 640, and CE 021
3-644
Type- Guides - Classroom - Teacher (052)
Price - MF01/PC04 Plus Postage.
riptors-*Clothing, Decision Making, Educational Objectives, *Home
onomics, Learning Activities, Secondary Education, *Textiles
nstruction
tifiers-*Goal Based Planning, *Oregon

is curriculum guide on textiles and clothing is one of a set of five
gon goal-based home economics curriculum guides. Provided in this
le are the following: one suggested district goal (students will be
to make textile and clothing decisions which meet individual and
ly needs); four suggested program goals (e.g., the student will know
to acquire and care for apparel and textile products in a manner
h meets personal needs); fifty-two course goals (e.g., the student
be able to identify the advantages and disadvantages of various
of acquiring clothing); and over 300 suggested learning experiences
.. choose an item of clothing you really want, then assume that you
$10 to spend for it, $20 to spend, $50 to spend for it; decide how
would acquire the item in each case, and share decisions as a class
explain reasons for making them). Also included in this document are
gestions for guide use, a description of goal-based planning for home
omics, and a numbered list of resources (books and articles for
lents and teachers, pamphlets, kits and games, magazines, tapes and
les, films and filmstrips) keyed to the learning experiences. (JH)

ED 173 584 CE 021 722

Borack, Jules I.

Intentions of Women (18-25 Years Old) to Join the Military: Results of a National Survey.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDE-TR-78-34
Pub Date-Sep 78
Note-43p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Armed Forces, Attitudes, *Females, Human Resources, *Interest Research, *Labor Supply, Males, *Manpower Utilization, Military Personnel, *Military Service, National Surveys, Nontraditional Occupations, Use Studies
Identifiers-Navy, United States

In anticipation of the projected decline in the national population of young men and of expanding the role of women in the military, the Navy conducted a national telephone survey to gauge the interest of women and men in joining the military under present conditions and under three alternative options. The options related to expanding the role of women in terms of the physical location (ships, aricraft, combat zones) and nontraditional job classifications (mechanics, electronics) where they are likely to serve. Of those surveyed, 14 percent of the women and 16 percent of the men responded that they were extremely,'' very,'' or quite'' interested under current conditions. The Air Force was the military branch most preferred by both men and women, followed by the Navy, Army, and Marine Corps. The interest level of women in joining the military increased when an option involving training and service in nontraditional jobs for women was presented. When a similar option involving service on some ships, aircraft, or combat support areas was offered, interest declined but did not fall below interest levels under current conditions. A third option involving equal treatment to that received by men resulted in responses similar to those of the second option. The survey of men indicated increased interest in joining the military when the likelihood of serving with women was presented. (Author/LMS)

ED 173 662 CE 022 405

North Dakota Senior High Industrial Arts Program of Studies Level II. Research Series No. 80.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-69p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Admission Criteria, Course Content, *Course Descriptions, Course Objectives, Course Organization, Credit Courses, Curriculum Development, Drafting, Educational Trends, Electronics, Energy, Graphic Arts, Handicrafts, High School Curriculum, *Industrial Arts, *Instructional Materials, Metal Industry, National Surveys, Objectives, Photography, Plastics, Power Mechanics, Program Planning, Secondary Education, Technology, Transportation, *Units of Study, Woodworking

Identifiers-*North Dakota

This industrial arts program of a studies guide is the product of a research project designed to (1) ascertain programs and curricula trends of senior high school industrial arts in the fifty states, (2) develop a philosophical rationale for senior high schools in North Dakota secondary schools, and (3) develop a master plan and program of study for senior high school course offerings for North Dakota. The guide is divided into six major sections: basic beliefs about industrial arts, the industrial arts mission, industrial arts objectives, the total industrial arts curriculum, program standards, and the identification of courses and course code numbering systems. The curriculum and program of studies is centered around three technical areas: graphic communications technology, production technology, and energy/power technology. For each course title listed under these areas, a course description, selected student competencies, and suggested instructional units are given. (LRA)

ED 173 708 CG 013 614

Counselor's Information Service. A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume 34, Number 1, Supplement 2, February, 1979.

B'nai B'rith, Washington, D.C. Career and Counseling Services.
Pub Date-Feb 79
Note-25p.; Paper presented at employee meeting of Hoffman-LaRoche, Inc., (Nutley, New Jersey, 1978)
Available from-B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington DC 20036 ($3.00)
Pub Type- Speeches/Meeting Papers (150) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, *Career Planning, *Individual Needs, *Life Style, *Middle Aged, *Occupational Choice, Personal Growth, *Self Concept, Social Attitudes, Vocational Counseling
Identifiers-*Midlife Career Change

It is difficult to define mid-life career change because it varies from person to person. A wide variety of sociological, economic, technological, and psychological factors impinging on the conscious and unconscious being of individuals affects how they deal with this particular stage of life. These factors include individual needs, family and children, physiological changes, advanced technology, needs of special populations, personality traits, and self-concept. Individuals considering mid-life career/work must be able to assess their current job skills and applicability of them to new careers, explore alternatives within their current job position as well as external counseling services, and examine personal values. Career transition then becomes the response to seeking compatability between self-image and the world of work. (Author/HLM)

ED 173 547 CE 019 617

Grasso, John T.

Impact Evaluation in Vocational Education: The State of the Art. Information Series No. 157.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0032
Note-53p.; For related documents see CE 019 603-618
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Definitions, Educational Research, *Evaluation, *Evaluation Methods, Failure Factors, Federal Legislation, Followup Studies, Models, National Programs, State of the Art Reviews, State Programs, Success Factors, *Vocational Education

One of a series of sixteen knowledge transformation papers, this paper represents a comprehensive study of the nature and types of impact evaluation available to vocational administrators, researchers, and evaluation experts. After explaining the concepts of the CIPP (context, input, process, product) model, of summative evaluation and the value of using comparison groups, of efficiency vs. effectiveness, of intrinsic vs. pay-off evaluation, and of impact evaluation vs. research, the first section concludes with a working definition of impact evaluation. The next section discusses the importance of this type of evaluation, especially in relation to federal legislation which requires data collection and reporting, planning, and evaluation to provide accountability. Next, current evaluation practices are reviewed to show their strengths and weaknesses. On-site visitation, evaluation of student competencies, and follow-up evaluation are analyzed in depth. The fourth section focuses on current developments such as evaluation models for states, a vocational education study conducted by the National Institute of Education, the role of the National Center for Research in Vocational Education, and various national surveys like the National Longitudinal Surveys. Following a prognosis for the future of impact evaluation, the paper ends with a lengthy bibliography. (ELG)

ED 173 565 CE 021 450

Caldwell, Phyllis A.
The Strategies for Significant Survival of Postsecondary Centers for Continuing Education.
Pub Date-Jun 78
Note-13p.; Paper presented at the Small College Consortium Conference on Lifelong Learning (Cincinnati, Ohio, June 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education Programs, Change Strategies, *Continuing Education Centers, Continuous Learning, *Information Systems, *Marketing, Participant Characteristics, Postsecondary Education, Program Design, Program Development, *Research Utilization, *Staff Improvement

While the financial survival of postsecondary institutions is being stressed, continuing education operarions are facing increasing difficulties in surviving and competing. Strategies are needed for the significant survival of continuing education operations at the small college. The Lifelong Learning Center and others like it need to be concerned about the customer and service product dimensions. Three key strategies that will contribute to their survival are (1) providing staff development, (2) designing and using information systems, and (3) accessing and integrating research findings. The Center's staff development strategy involves college faculty, center teaching faculty, and center/college administrative staff. Development efforts are linked to staff competency evaluations. A second strategy advocates using system theory and computer technology in program management. A marketing information system based on macroenvironmental and microenvironmental data would substantially enhance the facility in program development, sales forecasting, and optimizing growth. The macroenvironment provides information on potential participants' needs, business and industry's training needs, the competitions' programs, and other relevant data. The microenvironment contains information about the populations the program has served and how the program served this group. The final strategy of research can involve not only information from ADELL and ERIC but also from the marketing field. (CSS)

ED 173 604 CE 022 136

Vetter, Louise And Others

A Guide for Vocational Education Sex Equity Personnel. Research and Development Series No. 143.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-77-0061

Note-96p.; For related documents see CE 022 135 and CE 022 239

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Problems, Administrator Education, *Administrator Responsibility, Change Agents, Federal Legislation, Information Sources, *Legal Responsibility, Management, *Personnel, Program Development, *Program Planning, Sex Discrimination, *Sex Fairness, *State Programs, *Vocational Education

Identifiers-*Education Amendments 1976

This training package is designed to assist sex equity personnel in implementing the Education Amendments of 1976. Chapter 1 examines the sex equity problem as it relates to vocational education. Chapter 2 discusses the concepts of program management and change agents in relation to the functions of the job of sex equity personnel. Chapter 3 provides information on the ten mandated functions of sex equity personnel: (1) take action to create awareness, (2) gather, analyze, and disseminate data, (3) develop and support actions to correct problems, (4) review the distribution of grants and contracts, (5) review all vocational education programs, (6) monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures, (7) assist local education agencies, (8) make information available to a variety of audiences, (9) review the self-evaluations required by Title IX, and (10) review and submit recommendations with respect to overcoming sex bias and stereotyping in vocational education. Chapter 4 briefly discusses how to influence people to help solve the sex equity problems, and chapter 5 lists the names and addresses of fifteen potential information sources. Finally, chapter 6 discusses the development of action plans listing the seven steps of the program planning process and five basic principles of effective program planning. Included is a sample action format. (JH)

ED 173 623 CE 022 224

Holt, Nancy And Others

Minding your Own Small Business - An Introductory Curriculum for Small Business Management. Volume I.

CRC Education and Human Development Inc., Belmont, Mass.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date-79

Note-364p.; For a related document see CE 022 225

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02000-9, $7.25)

Pub Type- Guides - Classroom - Learner (051) Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Business Administration, *Business Education, *Business Skills, Financial Support, Human Relations, Instructional Materials, Marketing, Postsecondary Education, Recordkeeping, Secondary Education

Identifiers-Entrepreneurship, *Small Businesses

Ten units on the basic knowledge and skills needed to manage a small business are provided in this curriculum guide designed for use with secondary and postsecondary students. Unit topics include forms of businesses, marketing, location, systems and records, promotion, pricing, human relations, financing a business, and effects of business decisions. At the beginning of each unit is a summary page containing a synopsis of the unit's content, student learning objectives, teaching strategies, teacher preparation required, mini-problems, and references. Following the summary page of each unit are teacher and student materials. The teacher materials provide guidelines for presentation of instructional materials and include lecture and discussion notes, suggestions for conducting class activities, and recommended questions to be asked by the teacher to confirm students' understanding. The student materials are in the form of information sheets, worksheets, case study materials, interview forms, and project instructions. A glossary of financial terms concludes the guide. (JH)

ly, Paul

r-Institutional Coordination of Adult Education Services in
skatoon. Part I: Theoretical Background and Review of Case Studies.

atoon Region Community Coll. (Saskatchewan).
Date-Mar 78
e-48p.; Figures 7.2, 7.3, and 7.4 will not reproduce well due to
nall, light type, but the first is available in ED 106 490 and the
econd and third in ED 138 768; For a related document see CE 019 044
Type-Translations (170) - Opinion Papers (120)
Price - MF01/PC02 Plus Postage.
criptors-*Adult Education, Case Studies, *Educational Administration,
nteragency Cooperation, *Interagency Coordination,
Interinstitutional Cooperation, Models, *Organizational Theories,
ogram Coordination, Program Development, Services
ntifiers-Saskatchewan (Saskatoon)

general theoretical framework is provided for addressing two issues:
What is the meaning of coordination? and (2) How can the Saskatoon
ion Community College effect coordination in metropolitan Saskatoon?
lowing the summary and introduction, the third of seven sections
ines terms used in developing the framework. Terms include adult
cation, articulation, community development, consortium, control,
peration, and coordination. Section 4 presents selected
anizational theories. Section 5 reviews the adult education
erature. The sixth section examines the literature on coordination
orts in terms of needs, advantages, problems, structure, roles,
rating procedures, functions, finances, and implementation. The final
tion provides a review of case studies and models. (CSS)

ED 173 641 CE 022 267

Development and Validation of Standards for Teacher Education in Agriculture. Phase I, February 1, 1979 through June 30, 1979.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Contract-RDI-89-251
Note-108p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Agricultural Education, *Development, Higher Education, Program Evaluation, *Standards, *Teacher Education, *Validity
Identifiers-*Illinois, Illinois State University, Southern Illinois University, University of Illinois, Western Illinois University

A project was conducted to develop a set of standards for teacher education programs in agriculture and to utilize these standards in a locally directed effort at four universities in Illinois (University of Illinois, Illinois State University, Southern Illinois University, and Western Illinois University) which offer teacher education programs in agriculture. Survey forms were mailed to eighty-two cooperating teachers associated with the four universities and twenty-nine Illinois Joint Staff members to secure their reactions regarding 129 national teacher education standards. The results indicated that the cooperating teachers tended to support the national standards more than the Joint Staff members did. The Joint Staff gave strong support to standards related to research, scholarly publications, writing, and funded projects. The cooperating teachers tended to support standards related to high placement rates, longer periods of student teaching, heavy staff involvement in counseling, high staff resources in technical areas, and close university-state office relationships. Based on the survey analysis, a list of program guidelines for teacher education in agricultural occupations was developed. (A copy of the program guidelines and the survey instrument are included in the document.) (JH)

ED 173 685 CG 013 590

Neff, Dennis B.

Attendance At Activities With a Geriatric Population: Antecedents and Consequences.

Pub Date-Jan 78
Note-34p.; M.A., Drake University
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activities, Geriatrics, Institutional Environment, *Institutionalized Persons, *Nursing Homes, *Older Adults, *Participation, Personal Care Homes, Residential Care, *Staff Role

The effectiveness of various procedures in maintaining attendance at activities of residents at a geriatric facility was examined. A special, intermittently programmed or delayed consequence for attendance was added to regularly scheduled activities. Attendance at activities with and without the consequence was compared. Later, antecedent events which typically occurred prior to activities were suspended. These antecedent events were then re-instituted one at a time. Attendance at activities with and without antecedents was compared. It was found that the intermittently programmed and delayed consequences had little effect upon attendance. When the typically-occurring antecedent events were removed, attendance dropped markedly. One antecedent, staff encouragement, was more effective than the other two antecedents (calendars of events and announcements). Thus it may be concluded that, to maintain attendance at activities, staff at a geriatric facility should encourage residents to come to activities and offer to bring them; post large, easy to read calendars of events; and each day announce the activities which will be occurring on that day. Further research is needed to assess the effectiveness of intermittently programmed or delayed reinforcing consequences for attendance. (Author)

ED 173 709 CG 013 615

Wetzel, Janice Wood

Person-Environment Interventions With Aging Depressed Women in Institutions.

Pub Date-16 Nov 78

Note-17p.; Paper presented at the Confernece of the Gerontological Society (30th, San Francisco, California, November, 1978); Not available in hard copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adjustment (to Environment), Age, *Depression (Psychology), *Females, Institutionalized Persons, Intervention, Models, Older Adults, Personal Adjustment, *Psychological Characteristics, *Self Congruence, *Social Factors

The rationale for psychosocial micro and macro interventions for the prevention and treatment of depression in aging women is conceptually based upon empirical research. The investigator's person-environment incongruence model of depression, applied to a study of 50 depressed and 50 non-depressed white women for the purpose of exploring possible psychosocial determinants of depression, provided support for the hypothesis that incongruence between a person's dependence or independence predispositions and family and work environments makes one vulnerable to depression. Research results indicated that there were no differences in the findings for those women (70%) who were between 55 and 67 and the younger 21-55 year-old subjects. Additionally, while most depressed women were dependent, independent women in environments incongruent with their needs were also depressed. Conceptualization of institutional care as integrating aspects of both family (the home) and work (management of residents) environments suggests a need to apply significant findings in order to increase congruence between the needs of the women and their institutional environments. (Author)

ED 173 585 CE 021 975

Smode, Alfred F.

Flight Hour Reductions in Fleet Replacement Pilot Training through Simulation.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No.-TAEG-TN-5-79

Pub Date-Jun 79

Note-25p.; Paper presented at the conference, ``50 Years of Flight Simulation'' (London, England, 23-25 April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aircraft Pilots, Armed Forces, Educational Research, *Flight Training, Program Effectiveness, *Simulators, Teaching Methods, Training Techniques

A project was undertaken to integrate the 2F87F operational flight trainer into the program for training replacement patrol plane pilots. The objectives were to determine the potential of the simulator as a substitute environment for learning aircraft tasks and to effectively utilize the simulator in pilot training. The students involved in the study were recent graduates of the Navy undergraduate pilot training program. Training was accomplished in the flight replacement squadron setting using squadron resources, simulator, and flight syllabi. Conclusions of the study include the following: the 2F87F simulator was an effective substitute for the P-3 aircraft in the transition training of pilots; performance in the 2F87F simulator was predictive of later performance in the aircraft, and training tasks to proficiency in the simulator prior to aircraft training significantly reduced the time required for students to become proficient in the aircraft. (JH)

ED 173 663 CE 022 406

Orndorf, Bonnie And Others

Establishment of a Consumer Information Dissemination Plan for Teachers. Research Series No. 75.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 79

Note-23p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Advisory Committees, Consumer Economics, *Consumer Education, Consumer Protection, Credit (Finance), Equipment, Government Role, Health, *Home Economics Education, Housing, Information Dissemination, *Information Needs, Insurance Programs, Marketing, Money Management, Motor Vehicles, *Needs Assessment, Occupational Home Economics, Problems, Program Planning, Purchasing, Repair, Secondary Education, Utilities, Vocational Education, Water Resources

Identifiers-North Dakota, *North Dakota Consumer Affairs Advisory Council

This project was developed to provide a consumer information dissemination plan for North Dakota vocational home economics instructors as well as for the state laboratories consumer affairs office. Seventy-two people representing teachers, state government, business and industry, and consumers participated in two workshops to identify consumer problem areas. Major problem areas identified were (1) automobiles; (2) care and repair of equipment; (3) consumer complaint processing; (4) credit and financing; (5) door-to-door sales and telephone sales; (6) government; (7) health and safety; (8) housing; (9) insurance; (10) money management; (11) retail purchasing, marketing, and mail orders; (12) utilities; and (13) water. Using specific problems identified under each major area, a survey instrument was developed to determine consumer education priority items in high schools as perceived by home economics instructors. The consumer affairs office used the information gathered to determine that the following five brochures should be developed: A Buyer's Rights,'' When You Should Shop by Mail,'' Personal Solicitation Sales A Buyer's Right to Cancel,'' When You Need Repairs,'' and Landlords and Tenants-1979.'' A sixteen-member consumer affairs advisory council was organized to monitor consumer problems and to conduct consumer information dissemination activities. (Included in the appendixes are an outline summary of problems identified and a copy of the consumer education survey.) (LRA)

ED 173 548 CE 019 618

Hopkins, Charles O.

Data Sources for Vocational Education Evaluation. Information Series No. 158.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-36p.; For related documents see CE 019 603-617

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Data Bases, Data Collection, Economic Factors, Elementary Secondary Education, *Evaluation, Evaluation Methods, *Evaluation Needs, *Information Needs, *Information Sources, Postsecondary Education, *Vocational Education

One of a series of sixteen knowledge transformation papers, this paper reviews data sources for objective evaluation of vocational education, including the need for such information and the problems associated with its use. First, a list is given of thirty-five data elements necessary to evaluate a skill training problem at the secondary, postsecondary, or adult level. Then, the needs are further broken down according to these three levels as well as the elementary level. Other elements that exist outside the school environment are also recognized and are found to be related to the economic impact of vocational education. The data sources are divided into the following information topics: (1) labor market, (2) scholastics, (3) demography and population characteristics, (4) economic impact, (5) facilities and equipment, (6) personnel and/or staffing, and (7) program. Limitations on using data collected in these areas involve accuracy, comprehensiveness, timeliness, scope, form, compatibility, and coordination. Other problems are found to exist in data collection, such as insufficient data sources, methodological difficulties, and duplication. The use of a computerized data system is stressed. Besides the five primary statistical sources named in the conclusion, Appendix A lists major secondary sources for the national, statewide, and local levels. Appendix B shows the lack of a complete basic evaluation data in a national EPD program. (ELG)

ED 173 568 CE 021 479

Innovations in Continuing Education. 1979 Award-Winning New Programs. NUEA-ACT Series on Continuing Education. No. 5.

American Coll. Testing Program, Iowa City, Iowa.; National Univ. Extension Association, Washington, D.C.

Pub Date-79

Note-65p.; For a related document see CE 016 637

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Counseling, Adult Development, *Adult Education, *Adult Education Programs, Adult Learning, *Awards, Citizen Participation, Developmental Stages, Educational Administration, *Educational Innovation, Energy Conservation, Extension Education, Instructional Programs, Matrices, Peer Counseling, Spanish Speaking, Special Services, Tourism, Training, Workshops

Identifiers-Adult Learning Services, Adult Life Cycle Training Workshops and Manuals, Citizen Involvement Training Project, Hispanic Extension Program, Nashville Hospitality Training Program, Peer Counseling Program, Wisconsins Energy Extension Service

Seven 1979 innovative programs in continuing education are described which won awards from the American College Testing Program and the National University Extension Association. Awards were granted according to programs' transferability, innovativeness, workability, and impact in one of four categories: instructional programs, student services and counseling, administration/organization, and open. The programs contained in the report are the (1) Hispanic Extension Program, (2) Peer Counseling Program, (3) Adult Learning Services, (4) Wisconsin's Energy Extension Service, (5) Citizen Involvement Training Project, (6) Adult Life Cycle Training Workshops and Manuals, and (7) Nashville HOST Hospitality Training Program. Each program is presented according to the following format: program name, principal person responsible for entry, person(s) or institution to whom award would be made, source(s) of funding, cost of program, number of participants in program, objectives of the program, and a narrative describing the program. (CSS)

ED 173 605 CE 022 140

Halligan, Patrick
EUREKA, The California Career Information System. Final Report. May 1, 1978-June 30, 1979.
Diablo Valley Coll., Concord, Calif.; Richmond Unified School District, Calif.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Note-103p.; Some of the appendix materials may not reproduce well due to weak print; For related documents see ED 145 144 and CE 022 140-142
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Counselor Training, Data Collection, Information Dissemination, Information Services, *Information Systems, *Occupational Information, Postsecondary Education, *Program Development, Program Effectiveness, Program Evaluation, *Program Improvement, Secondary Education, *State Programs, Success Factors, Vocational Counseling
Identifiers-California, *Project EUREKA

A fourteen-month project was undertaken to update, expand, publicize, and evaluate EUREKA, a career information system used for vocational counseling in California. As a result of this project, the following information was added to EUREKA's data base: twenty-one new schools; sixty-two agencies offering over 1,000 courses; a VISIT file for Contra Costa County; descriptions of employers in forty-four major industries; thiry-one apprenticeship programs; and forty new occupations. In the area of user services, training sessions were held at secondary and postsecondary institutions, and various products to aid users were developed such as a counselor's handbook (CE 022 142), audiovisual presentations, and a wall chart. In order to publicize the system, newsletters were distributed as well as a press kit, and demonstration-workshops were conducted. Both internal and third-part evaluations indicated that the project successfully met its objectives (an evaluation report is also published separately CE 022 141). Further evidence of its positive value has been its adoption by California schools and agencies. In the future it is projected that EUREKA will continue to expand its information files and become a well-developed, self-sufficient statewide career information system. (The appendixes include samples of information files, a report on EUREKA's use by disadvantaged students, copies of the project's newsletters, a statistical data summary, and copies of evaluation forms.) (ELG)

ED 173 624 CE 022 225

Shuchat, Jo And Others

Something Ventured, Something Gained. An Advanced Curriculum for Small Business Management. Volume II.

CRC Education and Human Development Inc., Belmont, Mass.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.
Pub Date-79
Contract-300-77-0330
Note-373p.; For a related document see CE 022 224
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02002-5)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Business Administration, *Business Education, *Business Skills, Financial Support, Instructional Materials, Marketing, Organization, Postsecondary Education, Recordkeeping, Secondary Education, Student Projects
Identifiers-Entrepreneurship, *Small Businesses

Nine units on small business management are provided in this curriculum guide designed for use in an advanced course for secondary and postsecondary students who are interested in beginning a small business venture, have some prior business knowledge, and have a specific business in mind. Unit topics include marketing, location, systems and records, promotion, pricing, business policies and relationships, organizational structure, and financing a business. At the beginning of each unit is a summary page containing a synopsis of the unit's content, student learning objectives, student project work, teaching strategies, teacher preparation required, mini-problems, and references. Following the summary page of each unit are teacher and student materials. The teacher materials provide guidelines for presentation of instructional materials, including lecture and discussion notes, suggestions for conducting class activities, recommended questions to be asked by the teacher to confirm students' understanding, and student project instructions. The student materials are in the form of information sheets, worksheets, case study materials, interview forms, and project instructions. A glossary of financial terms concludes the guide. (JH)

ED 173 710 CG 013 616

Bedal, Carl L.

Guidance Services in Canadian Schools.

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-79
Note-112p.; Best copy available
Available from-The Ontario Institute for Studies in Education, Publication Sales, 252 Bloor Street West, Toronto, Ontario M5S 1V6; The Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Attitudes, *Counselor Role, Definitions, *Educational Counseling, Elementary Secondary Education, Foreign Countries, *Guidance Objectives, *Guidance Programs, *Guidance Services, Interprofessional Relationship
Identifiers-*Canada

The aims, objectives, practices, and future of school guidance programs in each of the 10 Canadian provinces, the Yukon, and the Northwest Territories are explored. Department of education officials and superintendents of education most responsible for school guidance services were questioned in interviews covering six areas of concern, lasting from two to six hours. After the interview, each official completed a 25-item questionnaire. Both interview and questionnaire items concerned the aims of guidance, activities, counselor training, relationships between counselors and other school personnel, current issues, and the future of school guidance. Results indicated that: (1) counselor training was a low priority; (2) counselors were taking little initiative in providing special education, services for native and immigrant students, and job placement; (3) guidance practices vary from province to province; (4) guidance and counseling training was recommended for all teachers; (5) guidance'' and guidance services'' were preferred terms for describing the services for which the officials were responsible; and (6) strong interest in a national seminar for guidance directors was expressed. (Author/HLM)

173 531 CE 019 044

ly, Paul
lect Bibliography of Inter-Institutional Co-Ordination of Adult
ducation Services.
tatoon Region Community Coll. (Saskatchewan).
Date-Jun 78
e-24p.; For a related document see CE 019 043
Type- Reference Materials - Bibliographies (131)
S Price - MF01/PC01 Plus Postage.
criptors-Adult Education, *Adult Education Programs, *Educational
dministration, *Interagency Coordination, *Interinstitutional
ooperation, *Program Coordination, Program Development, *Services
ver 200 documents related to interinstitutional coordination of adult
cation services are listed in this bibliography. Computerized data
es which were used to compile the bibliography include ERIC,
/INFORM, MEDLINE, PAIS International, and Sociological Abstracts.
S)

ED 173 642 CE 022 270

Carey, Kathryn L. And Others
Preretirement Education Resource Materials Bibliography.
Eastern Illinois Univ., Charleston. School of Home Economics.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
Pub Date-Jun 79
Note-92p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Development, *Adult Education, Community Resources, Consumer Education, Death, Employment, Family Relationship, Filmographies, Financial Support, Health, Housing, Legislation, Leisure Time, Mental Health, Nutrition, *Older Adults, *Planning, *Retirement, Senior Citizens, Sexuality

This annotated bibliography identifies materials appropriate for persons planning to implement preretirement planning programs. Materials have been categorized by those subject matter areas commonly included in such programs. These include (1) general references, (2) consumer and financial affairs, (3) housing, (4) nutrition, (5) health, (6) mental health, (7) family and social relationships, (8) human sexuality, (9) death and dying, (10) work and leisure, (11) community resources, and (12) legislation and funding. (LRA)

De Groot, Susan Crum

Changes in the Conjugal Relationships of Adult Female Students.

Pub Date- 77
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Changing Attitudes, Family Relationship, *Females, Higher Education, *Marital Instability, Marriage, *Role Perception, *Spouses, Student Problems, *Student Role

This study found that, prior to beginning school, the typical adult female student at Montclair State College reports moderately positive support from her spouse. However, during the first semester, she encounters mild role conflict and lack of self-confidence in her ability to meet family and academic responsibilities. During her second and third semesters, her husband often resists the role changes which the first semester has revealed are necessary for her academic success. As a result, he withholds support, thereby causing her to suffer increasing time-management and role-conflict problems. However, if she perseveres through this period, her husband eventually develops new role expectancies for both of them and restores spousal support. Eventually, the force of previous socialization and current social pressures cause a consistent rise in power conflict. However, by this time, the student is strongly involved in academic success. Moreover, her own expectancies and those of her spouse are congruent. Both perceive her as individual-wife-mother-homemaker-student and the spouse as individual-husband-father-homemaker-wage earner. Therefore, spousal support and marital happiness remain high. (Author)

ED 173 588 CE 021 980

Borus, Michael E.

Measuring the Impact of Employment-Related Social Programs. A Primer on the Evaluation of Employment and Training, Vocational Education, Vocational Rehabilitation, and Other Job-Oriented Programs.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Pub Date-Apr 79
Note-148p.
Available from-W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan 49007 ($3.50; 10-25 copies, 10% off; 26-50, 15%; 51-100, 20%; over 100, 25%)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cost Effectiveness, *Employment Programs, *Evaluation Methods, Program Costs, Program Effectiveness, *Program Evaluation, Program Planning, Research Design, *Social Services, Vocational Education, Vocational Rehabilitation
Identifiers-*Program Impact

An approach and methodology for the systematic measurement of the impact of employment-related social programs is presented in this primer. Chapter 1 focuses on evaluation as the third step (the first two being planning and operation) in the process of program implementation. Chapter 2 examines the impacts of social programs. Topics include defining the goals and impacts of employment-related programs, source of impact definitions, defining whose impacts will be measured, and the listing of potential benefits from employment-related programs. Chapter 3 discusses evaluation design. Presented is information on different designs, the choice of an experimental group, the timing of impact measurement, collecting data on impacts, sample size, and the choice of independent variables. Chapter 4 examines the costs of social programs. Topics include estimating opportunity-costs, measuring the increment in costs, calculating marginal costs, and examining the costs of the first program participants. Finally, chapter 5 presents a suggested schema for comparing program benefits and costs. Discussion includes assigning value to future impacts and costs, accounting for externalities, and making program decisions. Concluding the chapter is a summary outline for evaluating the impact of employment-related programs. (JH)

173 532 CE 019 361

athy, Bela H. And Others

ting the Programs of Scouting and the Schools for the Advancement of
reer Education. Final Report.

West Lab. for Educational Research and Development, San Francisco,
alif.

ns Agency-Boy Scouts of America, New Brunswick, N.J.; Office of
areer Education (DHEW/OE), Washington, D.C.

Date-Aug 77

ract-300-76-0420
-238p.
Type- Reports - Research (143)
Price - MF01/PC10 Plus Postage.

criptors-Articulation (Program), *Career Education, Pilot Projects,
ogram Content, *Program Coordination, Program Design, Program
evelopment, Program Evaluation, *Program Improvement, Resource
ides, Secondary Education, *Secondary Schools, Seminars, Youth
encies

tifiers-*Boy Scouts of America, Education Amendments 1974

nducted at the request of the Boy Scouts of America and part of a
ger project funded by the U. S. Office of Education to assess the
e of career education in the total Scouting program, a study
lored ways to strengthen collaboration between Scouting and schools
the purpose of improving and extending the career education programs
oth agencies. The career education linkage project consisted of six
es: (1) research and analysis on the problem area of
al/nonformal educational agency linkages; (2) design of a project
l; (3) development of a pilot program for middle school and high
ol age groups; (4) implementation over a six-week period; (5)
uation of project outcomes; and (6) forward planning and reporting.
ng the design, development, and implementation stages, project staff
luced three documents (all of which are published in this document):
study reports analyzing the career education content of Scouting
rams and offering recommendations, and a procedural guide (entitled
er Seminar Resource Packet) for organizing and conducting career
nar programs in high schools. In general, project findings indicated
benefits can be obtained through linkage arrangements between
ols and Scouting. The schools dicovered that a wealth of
er-relevant information can be obtained from Scouting literature.
s were recommended for future Scouting linkage and/or career
ation efforts. (ELG)

ED 173 587 CE 021 493

Implementing Career Education. Resources Guide.

California State Dept. of Education, Sacramento.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007604178; Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($0.85 each)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Clearinghouses, Community Involvement, Community Programs, Community Surveys, Demonstration Programs, Elementary Secondary Education, Federal Programs, *Information Sources, Publications, Resource Centers, *Resource Materials, *Resources, State Programs
Identifiers-*California

Part of a series designed to assist California school districts with the implementation of career education in K-12, this resource guide covers the wealth of experience and information available from government resources at the local, state, and federal levels and from resources in the community. Sources are listed that offer access to materials and services as well as to persons with expertise in career education and who charge little or no fees. The lists of resources are divided into the four following areas: (1) community resources which include material and human resources, community surveys (sample forms are provided), coordination and consolidation, and exemplary practices; (2) state and federal programs; (3) clearinghouses such as the Educational Resources Information Center; and (4) publications such as journals, newsletters, teacher guides and aids, and career education measures, and those of the State Department of Education, of Regional Career Guidance Centers, of the Federal Government, and of the California Personnel and Guidance Association. The appendixes contain lists of state directors of career education, of state and national agencies and organizations, and of publishers. (ELG)

ED 173 643 CE 022 275

Pierce, Greg

Vocational Agriculture Education: Agricultural Livestock Skills.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-79

Note-233p.

Available from-State Department of Vocational & Technical Education, Curriculum and Instructional Materials Center, 1515 W. 6th Ave., Stillwater, Oklahoma, 74074 ($12.00 Teacher, $5.00 Student)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Education, *Agricultural Skills, Animal Science, Instructional Materials, *Livestock, Secondary Education, *Vocational Agriculture

Ten units of instruction are provided in this curriculum guide on agricultural livestock skills. Unit topics are as follow: (1) restraining, (2) vaccination, (3) livestock castration, (4) dehorning, (5) docking, (6) growth stimulants, (7) identification, (8) shearing, (9) hoof trimming, and (10) birth assistance. Each instructional unit generally includes the following components: performance objectives (unit and specific student objectives), suggested activities for teachers and students, information sheets, student assignment sheets, job sheets (step-by-step outlines of skills) transparency masters, tests, and test answer sheets. (JH)

ED 173 664 CE 022 529

Health Occupations Module. Health Careers I. General.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jan 78
Note-20p.; For related documents see CE 022 530-535 and CE 022 538
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Evaluation Methods, *Health Occupations, *Health Occupations Education, Individualized Instruction, Instructional Materials, Learning Modules, *Occupational Information, Postsecondary Education, Secondary Education
Identifiers-Pennsylvania

This module on health careers is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic and two learning experiences. Each learning experience contains an overview, an objective (e.g., name and describe three health careers), and three activities (e.g., watch a film on health careers). Student performance assessment forms for use by the instructor are provided for each learning experience. Concluding the module is a student self-check with a model answer key. (JH)

ED 173 687 CG 013 592

Holmes, Monica And Others
The Participation Rates of Older Minority Persons in Community-Based Services in Long-Term Care.
Community Research Applications, Inc., New York, N.Y.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.
Pub Date-16 Nov 78
Note-13p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Role, *Community Service Programs, Federal Programs, *Medical Services, *Minority Groups, *Older Adults, *Participation, Research Projects, Social Services

Existing data are summarized and original data provided on minority participation rates in alternative services among the elderly. Data from several federally-funded programs, including Medicare and Medicaid, are presented. A group of 32 counties in the US, representing a universe of counties in which minorities constitute a large proportion of the elderly population, are selected four counties for each of the four minorities. Participation rates for minorities in health services, homemaker services, and daycare are reported for the 32 counties. Data analysis shows marked differences in minority access to services according to categorical funding programs. Medicare data in particular show that minorities are under-enrolled, and even those who are enrolled are less likely to use Medicare-reimbursed services than are whites. However, among those minorities who do use Medicare benefits, a higher proportion of minorities than whites use Part B for home health services. Similarly, the average per-person expenditure for home health benefits is more for minority than for white elderly. The data suggest unequal access for minorities and therefore a population of elderly who, when they finally get services, are sicker and require more services at greater cost. (Author)

ED 173 549 CE 019 863

O'Leary, Virginia E.

Barriers to Professional Advancement among Female Managers.

Pub Date-Aug 78

Note-38p.; Paper presented at the International Congress of Applied Psychology (9th, Munich, Germany, August, 1978)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Employer Attitudes, Employment Opportunities, *Employment Problems, Employment Qualifications, *Females, *Managerial Occupations, Self Esteem, *Sex Discrimination, *Sex Stereotypes, *Social Attitudes, Social Influences, Working Women

It appears that there is nothing inherently associated with femaleness which should preclude the ascendence of women into management positions. However, barriers do exist and they stem from such factors as societal sex-role stereotypes, attitudes toward women in management, attitudes toward female competence, and the prevalence of the male managerial model. These factors are external to the woman herself but may create barriers to her job-related aspirations. Internal factors which may serve to inhibit the expression of upwardly mobile occupational aspirations include low self-esteem and fear of failure, as well as the perceived consequences of occupational advancement and the incentive value associated with such expectations. Increasing employment opportunities for women represent a small first step toward equalizing the distribution of men and women in the labor force. However, it appears that a concerted effort to modify existing societal attitudes, to provide environmental support for dealing with the real pressures arising from role conflicts, and to redefine the exclusively male managerial model will be required to diminish the impact of the pervasive stereotypes which seem to be remarkably effective in keeping women out of managerial positions. (BM)

ED 173 606 CE 022 141

Burke, Paul J., Ed.

Evaluation of EUREKA Project, 1978-1979.

Diablo Valley Coll., Concord, Calif.; Richmond Unified School District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-33p.; For related documents see ED 145 144, CE 022 140-142

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Counselor Training, Information Services, *Information Systems, *Occupational Information, *Program Effectiveness, Secondary Education, *State Programs, *User Satisfaction (Information), Vocational Counseling

Identifiers-California, *Project EUREKA

An evaluation for 1978-79 was conducted of EUREKA, a career information system in California. Personal visits were made to sixteen EUREKA sites throughout the state, accounting for over 75% of the high schools and agencies with active programs. Both the directors of the programs and counselors were interviewed for their reactions. It was found that (1) the information on vocational programs is considered accurate, complete, and up-to-date; (2) physically handicapped students are able to use the system; (3) no evidence of sexism or minority prejudice exists in the information files; (4) staff training by audiovisual presentations is extremely well-received; and (5) the user evaluation form provides sufficient feedback. It was not possible to evaluate either the employer information files since they were not being used at these sites or publicity regarding EUREKA since the program was already in operation at these locations. (Reports on each of the sixteen sites are provided giving the comments of the interviewees on technical aspects, student users, the occupational information files, Quest, and other topics such as funding and publicity efforts. A final project report is published separately, as is a handbook for counselors using EUREKA (see Note.) (ELG)

ED 173 625 CE 022 226

Training University Faculty and Aspiring Educators Enrolled in Pre-Service for Career Education.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-8529
Pub Date-Oct 78
Grant-G0077C0102
Note-63p.; Parts of this document may not reproduce well due to faint or broken type; For related documents see CE 022 226-230
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activities, Administrative Personnel, Administrator Education, *Career Education, Counselor Educators, Counselor Training, *Higher Education, *Inservice Education, *Preservice Education, *Program Development, Teacher Education, Teacher Educator Education, Teacher Educators, Training, University Administration
Identifiers-*Wisconsin

This report provides training activities found most effective for inservice training of university faculty and preservice training of aspiring educators enrolled in colleges and universities. The University of Wisconsin-Oshkosh and the University of Wisconsin-Stout developed and demonstrated model programs for inservice training of university faculty in career education and preservice training of aspiring school administrators, teachers, counselors, and other support personnel for career education. Based on a needs assessment, training objectives, competencies, and activities were formulated. Competencies were written for the (1) inservice preparation of university administrators, general faculty, and teacher/counselor education faculty; and (2) preservice preparation of elementary secondary administrators, classroom teachers and counselors and other support personnel. For example, a competency for university administrators would be to develop a working knowledge of career development theory. A competency for aspiring teachers would be to develop familiarity with model career education programs and career education models. Preparation activities help develop implementation skills associated with each competency. (LRA)

ED 173 711 CG 013 617

Belanger, Gregg A. And Others

The Effects of Written Corrective Feedback on Graded Quizzes for Students in a Personalized System of Instruction.

Pub Date- 76

Note-20p.; Paper presented at the Meeting of the Midwestern Association of Behavior Analysis (4th, Chicago, Illinois, May 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Behavior Patterns, College Students, *Feedback, *Grading, Higher Education, *Individualized Instruction, Reactive Behavior, Student Behavior, *Testing Problems, *Verbal Communication

The value of proctor written feedback on college students' graded quizzes in a Personalized System of Instruction (PSI) was investigated. In Experiment I, the amount of time 67 students reviewed their graded quizzes was determined. Results indicated that 63% of the students did not review their graded quizzes, suggesting students do not use the corrective written feedback provided on graded quizzes. In Experiment II, the effects of written corrective feedback versus scored feedback in terms of student performance were evaluated. The students in the experimental group received written and scored (points only) feedback on their graded quizzes before proceeding to the next targeted quiz. Probe quizzes were given to both groups. Results indicated that students in the control groups spent the same amount of time observing their graded quizzes as did the experimental group, suggesting that proctor written feedback was more effective than scored written feedback for enhancing student performance in this PSI course. (Author)

ED 173 587 CE 021 989

Kucha, Deloros H.

A Patient Learning Center for an Army MEDDAC - A Feasibility Study. Final Report.

Army Health Services Command, Fort Sam Houston, Tex.

Report No.-HCSD-R-79-001-C

Pub Date-Dec 77

Note-157p.; Some pages in this document will not reproduce well due to small or broken type; For related documents see CE 021 989-992

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Delivery Systems, *Educational Programs, Health Facilities, *Health Programs, Health Services, Information Centers, *Learning Laboratories, *Patients (Persons), Program Development, *Program Effectiveness, *Program Evaluation

Identifiers-Army, United States

A feasibility study was conducted to examine in detail, analyze, and describe the development and operation (system effectiveness and efficiency) of a patient learning center in a MEDDAC, and to provide such information to the Surgeon General for use in planning future health care delivery to military-care eligible beneficiaries. Study objectives included the following: develop and describe the physical facilities; develop, describe, and evaluate a professional and a self-referral system; describe and analyze the outcomes of eight learning systems (e.g., concerning hypertension, diabetes, weight control, breast self-examination, and family planning); and document the patient consumer's and professional user's response to the systems approach in a prototype patient education setting. (The report discusses the experiences gained and the problems encountered for one year of operation, August 1976-July 1977. Suggestions and recommendations are included.) (JH)

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology - Chemistry/Bacteriology.
West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Chemistry, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources
Identifiers-*Bacteriology, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on chemistry/bacteriology provides instructional materials for twelve competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: waterborne diseases, water sampling procedures, manganese test and remedies, iron test and remedies, hardness test and remedies, pH testing methods, coagulation processes, jar test, corrosion control by pH adjustment, alkalinity test, dry chemical feeders, and chemical solution feeders. For each competency, student objectives, resources (information sheets), learning activities, and evaluation activities are provided. The appendices contain information sheets on bacteriological sampling and examination, softening hard water, coagulation, corrosion and control, and laboratory equipment. Generally, an evaluation form with answer key is provided for each student competency. (JH)

Health Occupations Module. Communication in Health Occupations II.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jan 78
Note-15p.; For related documents see CE 022 529-535 and CE 022 538
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Evaluation Methods, *Health Occupations Education, Individualized Instruction, Instructional Materials, Learning Modules, Patients (Persons), Postsecondary Education, Secondary Education
Identifiers-Pennsylvania

This module on communication in health occupations is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic and one learning experience. The learning experience contains six activities (e.g., read the information sheet provided in the module on the patient interview, role play a patient interview, and role play the the taking of medical history). Concluding the module is a student self-check with a model answer key and a student performance assessment form for use by the instructor. (JH)

173 533 CE 019 603

lail, Lloyd W. Gugerty, John J.
t Restrictive Alternative for Handicapped Students. Information
ries No. 143.
State Univ., Columbus. National Center for Research in Vocational
lucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-45p.; For related documents see CE 019 604-618
Type- Reports - Research (143) - Collected Works - Serials (022)
Price - MF01/PC02 Plus Postage.
riptors-Curriculum, *Delivery Systems, Educational Philosophy,
lucational Planning, *Educational Programs, Educational Research,
ilure Factors, *Handicapped Students, Instructional Materials,
lainstreaming, Models, Program Development, Success Factors, Teacher
lucation, Teaching Methods, *Vocational Education
e of a series of sixteen knowledge transformation papers, this paper
ines the concept of the least restrictive alternative for
icapped students as it applies to vocational education and provides
esentative models of service delivery systems. First, the origin of
least restrictive environment concept is traced, including the
osophy behind it, the role of the courts and legislation, and the
uences of research, and of the search for racial equality. Next,
ational programs and materials are summarized that have attempted to
ide least restrictive alternatives for the handicapped. Included are
riptions of the current research literature; textbooks and
books; professional development programs; workshops; the role of the
professional; competency-based programs; models for delivery of
ices; techniques for teaching the trainable mentally retarded; work
rience programs; two projects, one in Minnesota and one in
onsin; barriers to the successful completion of vocational programs
he handicapped; and the right of the handicapped to employment.
ed on the author's experience, three areas are identified as basic to
loping least restrictive vocational services: (1) preservice and
rvice training; (2) development of a prescription foundation; and
teacher preparation for work with handicapped students.
mmendations are offered in the areas of planning, staff development,
iculum, and instructional materials. An extensive list of references
rovided at the end. (ELG)

ED 173 550 CE 019 968

Kim, Jin Eun

National Priority Training Project No. 1: Developmental Strategies and Techniques for Improving the Cost-Effectiveness of Vocational Programs. Final Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Dec 78

Grant-IN-V-713-N

Note-33p.; For related documents see CE 019 969-970

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability, *Cost Effectiveness, *Educational Administration, National Programs, Program Administration, *Program Effectiveness, *Program Evaluation, Program Improvement, Statewide Planning, *Training, *Vocational Education, Workshops

The project's primary purpose was to train vocational administrators in developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs. Administrators would then be able to function as change agents in diffusing strategies and techniques throughout the U.S. The specific objectives were to (1) identify cost-effectiveness strategies and techniques for the improvement of vocational programs, (2) conduct a national workshop, (3) encourage participant-initiated statewide workshops as follow-up activities, and (4) develop a handbook for further training activities. To achieve the project objectives, two advisory committees were organized to provide advice and assistance in planning and implementing the project. Eleven states over the nation were selected, and three team members were invited from each of the selected states for the national workshop. The national workshop was designed to enable the participants to work on developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs. Following the national workshop, participating states conducted statewide workshops with technical assistance provided by the project staff. Products of the project included a workshop report which provides follow-up activities and a handbook which includes six papers presented at the national workshop. (The project evaluation form is appended.) (Author/LRA)

Implementing Career Education: California Plan for Career Education, 1978-1983.

California State Dept. of Education, Sacramento.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007604178; Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($0.85 each)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Community Involvement, Educational Objectives, *Educational Planning, Elementary Secondary Education, Models, Needs Assessment, Program Evaluation, Program Planning, Program Validation, School Districts, *State Departments of Education, *State School District Relationship, *Statewide Planning, Superintendent Role
Identifiers-*California

Part of a series designed to assist California school districts with the implementation of career education in K-12, this paper contains the California Plan for Career Education, 1978-1983. Chapter 1 introduces the plan, stating its purpose, rationale, definitions, the need for career education in California, career education goals and a conceptual model of career education. In Chapter 2, the needs and planning objectives identified in the state plan are found to be validated through legislation, public hearings, and correspondence. Chapter 3 outlines the role and responsibilities of the State Department of Education while Chapter 4 delineates the types of professional assistance and planning steps the offices of county superintendents of schools may want to address. In Chapter 5 are contained the illustrative planning and implementation steps for local educational agencies. The focus of Chapter 6 is statewide implementation of the plan so that career education goals can be translated into program goals, objectives, and strategies. The appendixes cover the following topics: (1) prior activities and accomplishments of the State Department; (2) recently funded career education programs; (3) samples of policy statements and needs assessment instruments; (4) supportive concepts for career education goals; (5) translation of career education goals into learner objectives by age; and (6) evaluation of the plan's implementation. (ELG)

ED 173 607 CE 022 142

Banaghan, Bill And Others

Inside EUREKA. The California Career Information System.

Diablo Valley Coll., Concord, Calif.; Richmond Unified School District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Note-103p.; For related documents see ED 145 144 and CE 022 140-141

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Career Choice, Career Planning, Computers, Information Retrieval, *Information Services, *Information Systems, Occupational Choice, *Occupational Information, Postsecondary Education, Program Development, Secondary Education, *State Programs, *Vocational Counseling, Vocational Education

Identifiers-California, *Project EUREKA

A computerized career information system named EUREKA has been developed for California. It originated in 1975-76 under the direction of the Bay Area Computer Educators and since that time has received state and VEA funding. It consists of two major components, Quest and information files. Quest asks users twenty-one questions in order to determine potential occupations suited to their interests and abilities. The information files which provide up-to-date occupational information by specific locations in the state include eight types of information: (1) occupational description; (2) cluster description; (3) career preparation; (4) cluster preparation which suggests high school courses helpful for preparing for a career within a cluster; (5) bibliography of career reference materials; (6) visit, which names persons working in particular occupations who are willing to answer questions and somtimes to provide on-site observation; (7) programs of study and training; and (8) postsecondary schools. (Directions are given for using EUREKA, and the appendixes contain standards for use, the EUREKA Constitution, aide training for the system, information on Quest, two EUREKA conversion tables for the Kuder DD and the Strong-Campbell Interest Inventory, and a glossary.) (ELG)

Training K-12 Administrators for Career Education.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-8534
Pub Date-Oct 78
Grant-G0077C0102
Note-96p.; Some pages in this document will not reproduce well due to broken type; For related documents see CE 022 226-230
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrative Personnel, *Administrator Education, *Administrator Role, *Career Education, Change Strategies, Educational Strategies, Elementary Secondary Education, Inservice Education, Leadership Responsibility, Needs Assessment, *Program Development, Program Planning, School Community Relationship, *Training, *Training Techniques
Identifiers-*Wisconsin

Based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium, this report presents training strategies for training superintendents, directors of instruction and/or supervisors of curriculum development, building principals and assistant principals, local vocational education coordinators, career education coordinators, and other elementary secondary school administrators. Five training objectives were formulated from a needs assessment: (1) promote administrative understanding of and commitment to career education, (2) develop administrative skills for effecting change and promoting career education, (3) enable school administrators to outline specific leadership roles, (4) develop skills necessary to plan and manage a comprehensive career education program, and (5) develop skills which will help school administrators to function as links between school and community in the delivery of career education to students. For each training objective specific training strategies are discussed. A model career education training/retraining program for school administrators consisting of a twenty-four cassette tape presentation is described in the appendixes. (LRA)

ED 173 688 CG 013 593

Fagen, Stanley A. Guedalia, Leonard J.

Individual and Group Counseling: A Competency-Based Manual for In-Service Training.

Psychoeducational Resources, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-302p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Counselor Training, Elementary Secondary Education, Group Counseling, *Handicapped Students, *Helping Relationship, *Inservice Teacher Education, *Mainstreaming, Performance Based Teacher Education, Psychoeducational Processes, *Student Teacher Relationship

This manual presents the content and activities employed in the inservice course entitled ``Individual and Group Counseling,'' to sensitize teachers and counselors working with mainstreamed students. The manual is designed to develop competency in effective counseling centering around four basic abilities. Module 1 provides an overview of concepts and skills for counseling and helping. Module 2 focuses on understanding and clarifying communications. Skills for responding with respect and empathy are taught in Module 3. Module 4 promotes an ability to use one's own thoughts and feelings, by sending ``I Messages'' to further trust and acceptance in a helping relationship. The course and modules are intended for regular as well as supplementary teachers, and it is in such a way that the counseling skills learned will be used in the classroom with regular and special students. (PJC)

ED 173 712 CG 013 619

Johnston, Patrick S.
School Failure, School Attitudes and the Self-Concept in Delinquents.
Pub Date-Dec 77
Note-116p.; Ph.D. Dissertation, Walden University; Best copy available
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, *Academic Failure, Anxiety, Delinquency Causes, Delinquent Identification, *Delinquents, *Failure Factors, Foreign Countries, *Males, Secondary Education, Secondary School Students, *Self Concept
Identifiers-*Canada

The extent to which juvenile delinquents differ significantly from non-delinquents and probationary-delinquent adolescents in terms of self-esteem and self-concept levels, attitudes toward school, levels of school achievement and failure was investigated. Male students between the ages of 14 and 16 attending three schools in two towns in British Columbia made up the study's sample population. A total of 120 comprised the sample, 40 randomly selected from each of the three schools. Test materials supplemented school records as well as seven tests which gathered data on achievement and self-concept, six subscales of one instrument which provided data on attitudes toward school, and another instrument whose index supplied anxiety data. Results indicated that: (1) delinquent juveniles differed significantly on all factors as compared to probationary-delinquent and non-delinquent adolescents; (2) the delinquent subjects had significantly higher feelings of anxiety; and (3) the delinquents repeated a significantly greater number of grades, thereby failing in school significantly more often, and had significantly lower reading skills and achievement levels as compared to the other groups. Conclusions are that: (1) juvenile delinquency is identifiable by a specific pattern of factors; (2) the factors studies are significantly associated with juvenile delinquency; and (3) that study results empirically support Glasser's theoretical position that school failure and delinquency are significantly associated. (Author)

ED 173 588 CE 021 990

Kucha, Deloros H.

A Comparative Evaluation of the Traditional Versus a Systems Approach for Hypertensive Patient Education. Final Report, October 1975-March 1977.

Spons Agency-Army Health Services Command, Fort Sam Houston, Tex.
Report No.-HCSD-R-79-001-D
Pub Date-Aug 77
Note-182p.; Some parts of this document will not reproduce well due to light or broken type; For related documents see CE 021 989-992
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Armed Forces, Comparative Analysis, Delivery Systems, *Health Education, *Hypertension, *Instructional Systems, *Patients (Persons), Systems Approach, Teaching Methods
Identifiers-Army, united States

A study was conducted to evaluate the traditional method (physician, nurse) versus a systems approach method of providing health education. The objectives included the following: identify cost-effective and feasible ways of delivering patient education; guarantee an important resource for the professional in fulfilling his/her patient education responsibilities with economy and efficiency; help minimize the medical workload; assure medical accountability in the patient education area; improve medical management; decrease patient recidivism; enhance patient satisfaction; and assist the patient consumer to be an effective self-care agent. The sample consisted of 502 diagnosed adult essential hypertensive army patients derived from the active duty, retired, and dependent population of two army outpatient clinics. A two-group experimental design was used. Personal characteristics, measures of comprehension and retention, measures of compliance behavior, locus of control, and reading level were the main categories of patient variables. Major conclusions were that all of the data indicated a need for a more effective, efficient, and cost-effective method of patient education than now exists in the army health care delivery system. (Author/JH)

ED 173 666 CE 022 531

Health Occupations Module. Communications in Health Careers III. The Teletrainer.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-Jan 78

Note-20p.; For related documents see CE 022 529-535 and CE 022 538

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Skills, Evaluation Methods, *Health Occupations Education, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education, *Telecommunication

Identifiers-Pennsylvania, *Teletrainer

This module on communication in health careers the teletrainer is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, a list of resources needed, and two learning experiences. Each learning experience contains an overview, an objective (e.g., demonstrate the proper use of the communication aids associated with the health careers), and three to four activities (e.g., using the teletrainer, practice some of the situations that would take place between a doctor, patient, and a health career person). Information sheets are generally provided for each activity. A student self-check sheet and a student performance assessment form for use by the instructor are also included. (JH)

ED 173 645 CE 022 314

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Chlorination.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources

Identifiers *Chlorination, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on chlorination provides instructional materials for nine competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: purpose and process of chlorination, chlorine residuals, free chlorine determination, raw water chlorine demand test, gas chlorinators construction, gas chlorinator use and safety precautions, first aid for chlorine gas victims, hypochlorite solution preparation, and using a hypochlorinator. For each competency, student objective, resources (information sheets, references to manuals, and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on chlorination. Generally, an evaluation form with answer key is provided for each student competency. (JH)

ED 173 689 CG 013 594

Jantz, Richard K. And Others

A Study of How the Elderly Are Portrayed on Television Programs Viewed by Children.

Maryland Univ., College Park. Center on Aging.

Spons Agency-American Association of Retired Persons, Washington, D.C.; Andrus Memorial Foundation, Los Angeles, Calif.; National Retired Teachers Association, Washington, D.C.

Pub Date 22 Dec 78

Note-242p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Age Differences, Childhood Attitudes, Children, *Childrens Television, *Older Adults, *Programing (Broadcast), Research Projects, *Role Perception, Senior Citizens, *Stereotypes, Television Research, Television Viewing

In order to determine the manner and extent of treatment of the elderly in children's television programs, a random sample of children's programs was examined. The purpose was to discover how frequently elderly people appeared during evening and children's Saturday morning programs; in what roles they were presented; in what occupations they were engaged; what types of behavior they exhibited; and what types of interactions took place between children and elderly persons. A content analysis technique and a semantic differential were used to answer these questions, and a generalizability analysis supported the assumption that the sample of elderly persons selected for evaluation were representative of the total population available. Findings were that older people appeared in over half the sampled shows, but older women and minorities were noticeably under-represented. Although the elderly appeared in a variety of roles, they were perceived as vague or neutral. Their behaviors were evaluated as positive, but just barely beyond neutral. It can be concluded that, while children's shows should include an increasing number of elderly persons, it may be more important that children be provided with a realistic, accurate portrayal of the elderly. (Author/BP)

173 534 CE 019 604

inney, Lorella A. Seay, Donna M.
lopment of Individualized Education Programs (IEPs) for the
ndicapped in Vocational Education. Information Series No. 144.
State Univ., Columbus. National Center for Research in Vocational
ducation.
ns Agency-Bureau of Occupational and Adult Education (DHEW/OE),
ashington, D.C.
Date-79
ract-300-78-0032
e-66p.; For related documents see CE 019 603-618
Type- Reports - Research (143) - Collected Works - Serials (022)
Price - MF01/PC03 Plus Postage.
criptors-Educational Change, Educational Problems, Educational
esearch, Elementary Secondary Education, Federal Legislation,
Handicapped Students, Individualized Instruction, *Individualized
rograms, Individual Needs, Information Dissemination, Postsecondary
ducation, *Program Development, Teacher Education, *Vocational
ducation

ne of a series of sixteen knowledge transformation papers, this paper
mines the problems, issues, and needs of vocational educators as they
elop and implement individualized education programs (IEPs) for
dicapped children. First, a general discussion of an IEP gives its
e components (present level of educational performance, annual goals,
cational services, initiation date and duration of such services, and
uation criteria and procedures), guidelines for
ntification/diagnosis of individual needs, use of observation and
ing, and its assessment of psychomotor, cognitive, and affective
ls. Steps are listed for vocational educators to follow in IEP
paration as well as specifications for its implementation. Then,
tical issues and problems are identified, such as lack of teacher
paration, insufficient funding, and nonsupportive attitudes. Areas
uiring change to accommodate IEP in the vocational education delivery
tem are delineated, including flexible student scheduling, release
e for teachers, and preservice and inservice teacher education.
ous research and development projects related to IEP are described.
eliminate duplication and problems, it is recommended that
rmation on both effective and ineffective development and
ementation be disseminated. At the end, guidelines are provided for
successful development of an IEP by vocational educators. The three
endixes contain samples of an individualized education plan and chart
IEP forms. (ELG)

ED 173 551 CE 019 969

Kim, Jin Eun

National Workshop & States' Follow-up Activities for Improving the Cost-Effectiveness of Vocational Programs. Workshop Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Dec 78

Grant-IN-V-713-N

Note-99p.; Appendix materials may not reproduce well due to small print; For related documents see CE 019 968-970

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accountability, *Administrative Personnel, *Cost Effectiveness, *Educational Administration, Program Administration, *Program Effectiveness, Program Evaluation, Program Improvement, Statewide Planning, Training, *Vocational Education, *Workshops

This report describes the national workshop program and participating states' follow-up activities which were a part of an administrators' national training program to improve vocational programs' cost effectiveness. It consists of an introduction and three additional chapters. Chapter 2 presents a summary of developmental strategies, nominal group meetings, analytical techniques, the small group workshops, and the results of the workshop evaluation. Summaries are given of three papers presented by guest speakers which focused on (1) improving program effectiveness, (2) increasing cost efficiency and (3) improving the cost-effectiveness of vocational programs. Chapter 3 reports the exemplary practices which were presented by each participating state and their statewide follow-up activities after the national workshop. Chapter 4 draws conclusions and makes some recommendations for future activities. The national workshop evaluation form is appended. (LRA)

ED 173 509 CE 021 509

Food...Your Choice. Levels 1, 2, and 3. Summative Evaluation. Technical Report No. 98.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Dairy Council, Rosemont, Ill.
Pub Date-Dec 78
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Evaluation, Elementary Education, Instructional Materials, *Nutrition Instruction, *Program Effectiveness, *Student Attitudes, *Student Behavior, *Summative Evaluation

A summative evaluation study of the National Dairy Council's learning system, "Food...Your Choice," was designed to address three concerns: (1) effectiveness of the learning system in enhancing elementary school students' understanding of nutrition; (2) effect of instruction in nutrition on student attitudes about nutrition and student behavior in relation to food choices; and (3) effect of a new curriculum upon the ongoing instruction program in the schools. Results indicated that the curriculum did significantly increase students' nutrition knowledge. Also, students chose more nutritious snacks and ate more nutritious foods at lunch. Finally, the learning environment, as perceived by students, did not appear to be changed by the curriculum. (JH)

ED 173 608 CE 022 158

Hall, Helen C. And Others

Development of a Review Model for Non-Funded Innovation in Oregon Community Colleges. Final Report, September 16, 1978 through June 15, 1979.

Oregon State Univ., Corvallis. Vocation-Technical Education Unit.

Spons Agency-Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date-Jun 79

Contract-50-004-242; 50-004-352

Note-47p.; Not available in hard copy due to thin, light type

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adoption (Ideas), Community Colleges, *Decision Making, Diffusion, *Educational Innovation, Educational Practice, Evaluation Criteria, *Identification, *Information Dissemination, Models, Postsecondary Education, *Program Evaluation, Program Improvement, Validity, *Vocational Education

Identifiers-*Oregon

A project was designed to develop a methodology to identify, select, and disseminate information on innovations in occupational education programs of Oregon community colleges that were developed and implemented without the use of vocational research and exemplary fundings. A methodology for identifying, selecting, and disseminating information regarding unfunded promising practices was developed by the project's staff and validated by a steering committee. The methodology was then subjected to field trials in two community colleges and revised based on those experiences. The expected contribution of potential impact on vocational education is that vocational educators will be able to identify promising practices developed at other community colleges and at their own community colleges which can be used to improve their programs. The major project accomplishments were the development of innovation selection criteria and a decision making process for application to non-funded community college projects. (Appendixes include innovation selection criteria, decision table, decision logic charts, procedures, innovation checklists, innovation information forms, and format and example for promising practices.) (CSS)

ED 173 627 CE 022 228

Training K-12 Staff for Career Education.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-8222
Pub Date-Oct 78
Grant-G0077C0102
Note-67p.; Parts of this document will not reproduce well due to light or broken type; For related documents see CE 022 226-230
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activities, *Career Education, Community Resources, Consultants, *Elementary School Teachers, *Inservice Education, Needs Assessment, *Program Development, Program Planning; Resource Guides, School Community Relationship, *Secondary School Teachers, Staff Improvement, Summer Workshops, Teaching Models, Training, University Extension, Workshops
Identifiers-Wisconsin

This report provides training activities for teachers, counselors, and other elementary-secondary staff members who are involved in the delivery of career education to students. Training activities are based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium. Based on a needs assessment, competencies to be developed by elementary-secondary staff members were written. The training and retraining efforts fall into six categories, including (1) workshops, (2) inservice programs, (3) university extension courses, (4) school/community involvement projects, (5) peer visitation, and (6) local dissemination. School personnel, department of public instruction personnel, university staff, and publishers can be used as consultants to assist the local district to identify and define career education and to develop a planning model and procedure. (Included in the appendixes are a career education curriculum writing proposal and a local career education inservice training model for educators in high schools.) (LRA)

ED 173 667 CE 022 532

Health Occupations Module, The Skeletal System I.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jan 78
Note-22p.; For related documents see CE 022 529-535 and CE 022 538
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anatomy, Evaluation Methods, *Health Occupations Education, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers-Pennsylvania, *Skeletal System

This module on the skeletal system is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, three objectives (e.g., define the skeletal system and list its functions), and three learning experiences. Each learning experience contains a learning activity (reading an information sheet contained in the module), a student self-check, and a model answer key. Topics covered in the learning experiences are functions of the skeletal system, bone composition and growth, and bone types and structures. Concluding the module is a student self-assessment form (four essay questions) and a student performance assessment form for use by the instructor. (JH)

Filsinger, Erik E. And Others

Age Differences in the Structure of Life Satisfaction.

Pub Date-Nov 78

Note-10p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Available from-Center for Family Studies, Arizona State University, Tempe, Arizona 85281

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Development, *Age Differences, Educational Gerontology, Evaluation Methods, Factor Analysis, Family Life, Psychometrics, *Quality of Life, Self Actualization, *Work Attitudes

Identifiers-*Life Satisfaction

Using data on life satisfaction from the 1975 Harris National Survey, the psychometric equivalent of the factor structures was examined across four age groupings: ages 18 to 30, 31 to 44, 45 to 64, and 65 and over. Factor invariance was not supported. Results point out that the factor structures of the age groups were dissimilar and that the structure of life satisfaction differed between the age groups. The youngest group displayed a future orientation factor while for the oldest group expectations for the future were tied to other issues such as general past evaluation and getting the important things out of life. Questions are raised as to the appropriateness of comparing mean differences between age groups in light of the findings of different factor structures. (Author)

ED 173 589 CE 021 994

Schwirian, Patricia M. And Others

Prediction of Sucessful Nursing Performance. Part III and Part IV. Health Manpower References.

Health Resources Administration (DHEW/PHS), Hyattsville, Md. Div. of Nursing.

Report No.-DHEW-HRA-79-15

Pub Date-79

Contract-HRA-N01-NU-44127

Note-147p.; Information in some of the tables will not reproduce well due to small print; For a related document see CE 015 011

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-022-00650-2)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Educational Programs, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, Graduate Surveys, *Job Skills, *Medical Education, Motivation, *Nursing, Performance Criteria, *Performance Factors, Prediction, *Predictor Variables, Program Effectiveness, Vocational Followup

As part of the three-phase national study to provide information to form a basis for predictions about successful nursing performance, a review was conducted of the performance of nursing school graduates at their first jobs. In March, 1976, questionnaires were mailed to a cohort of 1975 graduates who were selected by school officials as having special ability and to a sample of graduates chosen at random. The 914 responding graduates were then asked to provide the names of their immediate superiors who were subsequently sent questionnaires requiring them to rate the graduates on the same activities on which the graduates had evaluated themselves. Based on the responses of these two groups, information was derived in the five following areas: (1) the relationship between the type of educational program and the graduate's type of employment, and the extent of congruence in job performance appraisal by the employer and graduate; (2) variables which influence choice of a particular educational program and a particular job; (3) motivational and other characteristics of graduates according to their prenursing background, present position and performance, and future aspirations; (4) extra-job professional activities of the graduates; and (5) differential perceptions of quality of basic education relative to present performance. (ELG)

ED 173 646 CE 022 315

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Hydraulics.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Educational Objectives, Evaluation Methods, *Hydraulics, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources

Identifiers-*Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on hydraulics provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: head loss in pipes in series, function loss in distribution system piping, and converting pressure to feet of head. For each competency, student objectives, resources (information sheets and appendixed material), learning activities, and evaluation activities are provided. The appendices contain information sheets on hydraulics. Generally, an evaluation form with answer key is provided for each competency. (JH)

ED 173 570 CE 021 548

Halasz-Salster, Ida And Others

Status of Career and Education Information Services for Ohio Citizens. Part I: Report to the Ohio Board of Regents.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Ohio Board of Regents, Columbus.

Pub Date-Jun 79

Note-76p.; For related documents see CE 021 549 and CE 021 552

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adults, *Counseling Services, Federal Legislation, Guidance Centers, Guidance Services, *Information Centers, Information Services, Information Systems, Needs Assessment, Participant Characteristics, *Program Descriptions, Program Improvement, *State Surveys, Statewide Planning

Identifiers-Education Information Centers, *Ohio

A statewide study was conducted to assess the extent of services offered by Education Information Centers (EICs) in Ohio. The following four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling, and referral services to all individuals in Ohio; (2) to assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohio; (3) to study the feasibility and requirements of a statewide educational information system, including relationships between providers and integration for system components; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs and limited resources. (The final report of this study is presented in five parts. This document, Part I, includes an overview of the purpose of the study, the legislation authorizing EICs, and the rationale for using Standard Metropolitan Statistical Areas as the basis for analysis. This document also reviews pertinent literature which supports and examines various aspects of the study, including the typical populations served and techniques used by other states for providing educational/career information and counseling. However, the main purpose of Part I is to describe the procedures and outcomes of the study.) (BM)

Health Occupations Module. The Integumentary System.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jan 78
Note-30p.; For related documents see CE 022 529-535 and CE 022 538
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anatomy, Evaluation Methods, *Health Occupations Education, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers-*Integumentary System, Pennsylvania

This module on the integumentary system is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, objectives (e.g., list and describe the types of glands formed in the skin, and explain the significance of their production of bodily secretions), and five learning experiences. Each learning experience contians an overview, two to four learning activities (e.g., investigate different types of suntan lotions), information sheets, and a student self-check with model answers. Concluding the module is a student performance assessment form to be completed by the instructor. (JH)

ED 173 690 CG 013 595

Miller, Juliet V. Wargel, James F.

Identifying and Recruiting Priority Clients: A Guide to Planning and Evaluation. Michigan Studies in Rehabilitation. Utilization Series: 2.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-79

Grant-15-P-59021/5

Note-77p.

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Resources, Management by Objectives, Needs Assessment, *Outreach Programs, *Physically Handicapped, *Program Evaluation, *Rehabilitation Programs, *State Supervisors

This planning guide is divided into two sections. Section I presents a rationale for and definition of outreach for the field of rehabilitation. Section II is a training guide which provides specific information and planning procedures necessary to design and evaluate outreach programs. This section leads the agency management staff through activities to develop competencies related to the following planning steps: (1) design procedures to collect and use prevalence information; (2) use information to identify underserved and overserved disability groups; (3) assess disability group needs using several information resources; (4) use resource assessment information to assess the agency's capacity to provide vocational rehabilitation services; and (5) establish service goals for outreach efforts. (Author/PJC)

Duke, Daniel Linden
Controlling Student Behavior Problems; What Are the Alternatives?
Pub Date-79
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Problems, Communication Skills, Curriculum Development, Decision Making, Elementary Secondary Education, Environmental Influences, *Organizational Change, *Problem Solving, *School Personnel, *Student Behavior

Educators who confront problems of dysfunctional student behavior may select from a variety of control procedures, representing six basic strategies. Evidence is drawn from decision theory to support the contention that the likelihood of selecting effective control procedures is enhanced by a thorough examination of as many alternative procedures as possible. Case studies of three schools indicate that school personnel, for various reasons, may not always base their choices of control procedures on such thorough examinations. Procedures seem to be adopted, at least in two of the three schools, as a result of informal, unsystematic processes. They tend to be poorly coordinated and, on occasion, serve to undermine each other's effectiveness. Encouragement of more systematic decision making may depend ultimately on certain key organizational changes, including the provision of more time for decision making and the creation of incentives for those who participate. Reducing the size of the unit engaged in decision making also may lead to improved decisions. Thus, school structure first may need to be altered before substantial reductions in student behavior problems can be expected. (Author)

173 535 CE 019 605

son, Thelma C.
dance Needs of Special Populations. Information Series No. 145.
o State Univ., Columbus. National Center for Research in Vocational
ducation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
ashington, D.C.
Date-79
ract-300-78-0032
-34p.; For related documents see CE 019 603-618
Type- Reports - Research (143) - Opinion Papers (120) - Collected
rks - Serials (022)
Price - MF01/PC02 Plus Postage.
criptors-Career Development, Communication Skills, Counselor
ttitudes, Counselor Training, Cultural Differences, *Disadvantaged
outh, Federal Legislation, *Guidance Counseling, Guidance Objectives,
Handicapped Students, Learning Difficulties, Mainstreaming, *Minority
oups, Needs Assessment, Student Attitudes, *Student Needs,
cational Counseling
re effective guidance programs are imperative if disadvantaged,
dicapped, and minority students are to realize their personal and
eer potential in this country. Presently these students are inhibited
heir vocational development by cultural differences, values,
guage differences, limited academic achievement, and vocational
vation. Counselors can take various steps to help their special
lation clients overcome these problems. Three methods of alternative
seling have been developed which stress an understanding of the
dents' cultural differences: (1) systemic counseling for the
urally different; (2) transcendent counseling which tries to
suade the disadvantaged to alter their life style; and (3) stylistic
seling which takes into account the cultural-historical dimension.
gnizing the strengths of special populations can help counselors
egrate these groups into the educational system and ultimately the
force. It is also necessary for educators to examine their own
tudes and behavior so that they do not allow themselves to limit the
ational and vocational opportunities for all students. Specific
mmendations are made for meeting the guidance needs of special
lation students, including the following: familiarization with
vant legislation; special program design; use of community
urces; evaluation of vocational guidance programs; professional
ning for counselors within a multi-cultural context; and job
ement and followup. (ELG)

ED 173 552 CE 019 970

Kim, Jin Eun

Developmental Strategies and Analytical Techniques for Improving the Cost-Effectiveness of Vocational Programs. Handbook.

Indiana Univ., Bloomington. Dept. of Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Dec 78
Grant-IN-V-713-N
Note-160p.; For related documents see CE 019 968-969
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Accountability, *Administrative Personnel, *Cost Effectiveness, Educational Administration, Program Administration, *Program Effectiveness, *Program Evaluation, *Program Improvement, Resource Allocations, Speeches, Statewide Planning, Training, *Vocational Education, Workshops

This handbook was developed to assist vocational administrators in (1) developing strategies for goal-setting and resource allocation, (2) identifying potential problems, (3) analyzing cost-effectiveness of vocational programs, and (4) improving managerial skills using information from the analysis in the decision-making process. The handbook includes six strategy papers, the procedures and results of nominal group meetings, and small group workshop activities. Strategy papers presented to the workshop include Inside the Black Box: Process Evaluation as a Part of Cost-Effectiveness/Benefit Analysis,'' by Lois-ellin Datta; Increasing the Cost Efficiency of Vocational Education,'' by James Pershing; Improving the Cost-Effectiveness of Vocational Programs,'' by George Copa; Determining Program Objectives and Outputs,'' by Roderick McKinney; Analyzing Program Cost,'' by Don Pennington; and Computing the Cost-Effectiveness Measures for Vocational Education Programs,'' by Jin Eun Kim. A list of program objectives and target goals and an example program cost analysis form are appended. (Author/CRA)

ED 173 609 CE 022 177

High School Credit by Contract: Correspondence Study.
Alaska State Dept. of Education, Juneau.
Note-189p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Agricultural Production, Auto Mechanics, Budgeting, Computer Science, *Correspondence Study, Credit Courses, Extension Education, Flight Training, Food Service, Home Study, *Independent Study, Individualized Instruction, *Individualized Programs, *Individual Study, *Performance Contracts, Performance Specifications, Secondary Education, Sewing Instruction, Work Experience
Identifiers-Alaska, Animal Training, Boatbuilding, Gardening, Salmon Aquaculture, Seamanship, Small Engine Repair, Tanning, Taxidermy, Trapping

A series of fifteen correspondence studies for high school credit by contract are presented. Contracts are included for boating skills and seamanship; boatbuilding; food and food preparation; gardening; livestock raising; salmon aquaculture; sewing, knitting, and needlework; small engine repair; taxidermy and tanning; trapping; training animals; work experience; computer skills; budget and family finance; and Jeppesen ground training. The typical format for each study includes a packing list; the student contract which includes the contract goal, contract objectives; contract requirements, and contract timeline; and a series of progress sheets. (LRA)

Training in Community-School Collaboration for Career Education.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-8234
Pub Date-Oct 78
Grant-G0077C0102
Note-105p.; Parts of this document will not reproduce well due to light or broken type; For related documents see CE 022 226-230
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Activities, Audiovisual Programs, *Career Education, *Check Lists, Community Resources, Cooperative Programs, Educational Resources, Elementary Secondary Education, Field Trips, Information Sources, Inservice Education, Needs Assessment, Parent Participation, Parent School Relationship, *Program Development, *Program Planning, School Community Cooperation, *School Community Programs, *School Community Relationship, School Industry Relationship
Identifiers-*Wisconsin

Based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium, this report presents training strategies for a variety of community-school collaboration efforts. Eleven training strategies are presented: (1) providing an in-school visitation day for business people focusing on career education; (2) administrator and staff visitations to community employers; (3) development of a locally produced slide/tape presentation of community career opportunities; (4) cooperative development of a community resource directory for use by teachers, administrators, and the community; (5) development of a speakers' bureau arranged by cluster areas; (6) development of elementary level career education activities using community resources for career education; (7) using community resources to provide shadow experiences for high school students; (8) cooperative education programs; (9) involving parents in career education; (10) career days; and (11) field trips for career awareness and exploration. For each strategy discussed, a needs assessment, objectives, planning and implementation methods, and evaluation methods, are listed. (LRA)

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Cross-Connections.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, *Mechanical Equipment, Plumbing, Public Health, Trade and Industrial Education, *Utilities, *Vocabulary, Water Resources

Identifiers-Cross Connections, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on cross connections provides instructional materials for two competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on cross connections terminology and control devices. For each competency, student objectives, resources (information sheets, references to manuals, and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on cross connections, public health significance of cross connections, cross connections and backflow prevention regulations, and required backflow prevention devices. Evaluation forms with answer keys are provided for each competency. (JH)

ED 173 590 CE 022 024

Tiernan, P. J. Kuhl, D. H.
Investigation into the Initial Problems of New Lecturers.
South Australian Dept. of Further Education, Adelaide.
Pub Date-Aug 78
Note-95p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education, *Adult Educators, *Beginning Teachers, *Educational Needs, Educational Research, Employer Employee Relationship, Employment Qualifications, Entry Workers, Faculty Handbooks, Information Dissemination, *Information Needs, Inservice Teacher Education, Job Skills, Needs Assessment, Occupational Information, Preservice Education, *Problems, Professional Development, Teacher Qualifications, Teacher Salaries, Teaching Experience, Work Attitudes
Identifiers-Australia (South Australia)

This investigation identified major problems in pre-employment and early employment stages of new full-time lecturers in the South Australia Department of Further Education (DFE). Twelve new and twelve established lecturers participated in a seminar to identify beginning teachers' problems. In addition, slightly less than 32% of the November 1976 to June 1977 intake of DFE lecturers were interviewed. It was learned from the findings that (1) many new lecturers felt inadequately informed by interviewing panels regarding the effect of salary bars and thus their standing within the salary scale structure; (2) most new lecturers expressed surprise that they were not asked to visit the central office within the first five days of commencing duty; (3) quality of teaching was placed at the top of the lecturing priorities list; and (4) all lecturers felt that staff without teaching experience should have adequate supervision. Recommendations were formulated for initial problems affecting new lecturers, educational matters relating to new lecturers, and matters relating to lecturers in general. It was urgently recommended that the lecturer's job profile be determined. (Appendixes include the action plan to investigate new lecturers' problems, a detailed description of procedures used, and recommendations and actions taken.) (CSS)

ED 173 669 CE 022 534

Health Occupations Module. Ethics I.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jan 78
Note-25p.; For related documents see CE 022 529-535 and CE 022 538
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ethics, Evaluation Methods, *Health Occupations Education, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers-Pennsylvania

This module on ethics is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contians an introduction to the module topic, three objectives (e.g., define the term ethics'' and describe the differences between a code of ethics'' and civil laws, as related to your profession), and three learning experiences. Each learning experience contains one to three activities (e.g., investigate different types of defense mechanisms'' and determine why people react differently in like situations), information sheets, and a student self-check with model answers. Concluding the module is a student performance assessment form to be completed by the instructor. (JH)

ED 173 691 CG 013 596

Allen, Harry E. And Others
Halfway Houses.
Department of Justice, Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Nov 78
Note-129p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Accreditation (Institutions), Administrator Evaluation, *Adults, *Community Programs, Fund Raising, *Goal Orientation, Needs Assessment, Program Planning, *Rehabilitation Centers, *Residential Programs
Identifiers-*Aftercare, *Halfway Houses

This program model focuses on adult residential inmate aftercare programs. Critical issues in halfway house operations, a model for evaluation, and innovative variations are discussed. The facilities discussed include public and private halfway houses that provide residential services to adult offenders as a transitional step between their release from an institution and their return to independent living within the community. The study defined halfway houses as facilities which accept ex-offenders released from prison, provide the basic necessities of room and board, attempt to determine each individual's problems with reintegration, plan a program to remedy these problems, and provide supportive staff to assist the resident is resolving problems and returning to society as a law-abiding citizen. This study encompassed a review of the literature dealing with adult residential inmate aftercare, a review of available evaluation of halfway house facilities, and a nationwide survey of halfway houses. The study examines critical issues in halfway house establishment and operations, including needs assessment, goal-setting, funding, location, programming, administration, evaluation, and accreditation. Critical issues as expressed by halfway house administrators are combined with the information available from the surveys and site visits to develop generalized prescriptive statements regarding each of these problem areas. The need for evaluative research is discussed, accepted evaluative techniques are examined, a model research design which can be implemented by a single halfway house in order to evaluate its operation is presented, and suggestions for utilizing evaluation results are offered. The study discusses innovative programs and planned variations which have been used successfully by experienced halfway house administrators and explores areas in which flexibility and imagination have enhanced the administrator's ability to provide the type of treatment and services required by ex-offenders in returning to community living. A selected bibliography is included. (Author)

ED 173 715 CG 013 622

Antonucci, Tony

Attachments Across the Life-Span: A Generational Perspective.

Pub Date- 77
Note-19p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Attachment Behavior, Cooperation, *Family Relationship, *Females, Parent Child Relationship, *Personal Adjustment, *Role Perception, Success Factors, Values, Working Women
Identifiers-*Life Span Attachments

Attachments are as important to adults as they have been shown to be to infants. Generational family links are an example of attachments that provide consistencies and support change. There is an important interactive network among people of different generations and it is indicated that middle-aged mothers are providing an unpredicted source of support to their families. As times change and women communicate more and more with each other in an attempt to share the burden and rewards of change, it seems critical that the need for the social support provided by significant attachments be emphasized. (PJC)

ED 173 553 CE 020 042

Sex-Role Stereotyping in Vocational Education: Report on the Perceptions of Michigan Educators. Expanding Vocational Education and Training Options for Women and Men in Michigan.
Western Michigan Univ., Kalamazoo. Center for Women's Services.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-Oct 78
Contract-110-31-6151
Note-27p.; Information in tables may not reproduce well due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Environment, *Educational Opportunities, Equal Education, Females, Males, *School Personnel, *Secondary Education, Sex Discrimination, Sex Role, *Sex Stereotypes, Vocational Directors, *Vocational Education, Vocational Education Teachers, Vocational Training Centers
Identifiers-Michigan

Vocational education personnel at twenty secondary high schools and vocational skill centers in Michigan were interviewed to (1) identify vocational educators' perceptions of sex-role stereotyping (SRS) in vocational education, (2) determine whether school personnel had identified effective means of reducing SRS and sex bias in vocational education programs, and (3) determine the current needs of vocational educators concerning the issue of SRS in vocational education programs and services. Perceptions generated from the interviews were compared to the nature and extent of SRS as evidenced in vocational education enrollment data, staffing/structural patterns, and curriculum materials developed for student and teacher use. All role groups identified a need for a collaborative effort among students, parents, and school staff to eliminate SRS in vocational education programs. However, for a majority of the respondents, SRS and sex bias in the schools were not perceived to be a major cause of limited vocational opportunity at the secondary level. Eight recommendations were made for systematic, long-range changes to be instituted within and outside the educational sector to bring about expanded vocational opportunity for secondary students. (The interview instrument is appended.) (LMS)

ED 173 571 CE 021 549

Halasz-Salster, Ida And Others

Planning for Career and Education Information Services for Ohio Citizens. Part II: Report to the Ohio Board of Regents.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Ohio Board of Regents, Columbus.

Pub Date-Jun 79

Note-31p.; For related documents see CE 021 548 and CE 021 552

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adults, *Counseling Services, Federal Legislation, Guidance Centers, Guidance Services, *Information Centers, Information Services, Information Systems, Needs Assessment, Program Descriptions, *Program Improvement, State Surveys, *Statewide Planning

Identifiers-*Education Information Centers, *Ohio

A statewide study was conducted to assess the extent of services offered by Education Information Centers (EICs) in Ohio. The following four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling and referral services to all individuals in Ohio; (2) to assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohio; (3) to study the feasibility and requirements of a statewide educational information system, including relationships between providers and integration for system components; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs, and limited resources. (The final report of this study is presented in five parts. This document, Part II, provides answers to the third and fourth objectives, supplemented with maps and other appendices contained in Part III. Part II presents a feasible model, or models, based upon the current status of EICs, the realities of securing adequate funding, and the inherent difficulties in organizing statewide educational information/career counseling services.) (BM)

Daugherty, Ronald D. Lehrman, Raymond H.

Vocational Career Education. Alaska Exemplary Practices. A Dissemination Booklet.

Northern Inst. for Research, Training, and Development, Inc., Anchorage, Alaska.
Spons Agency-Alaska State Dept. of Education, Juneau.
Pub Date-Dec 78
Note-69p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, Educational Equipment, Educational Practice, Instructional Materials, Program Descriptions, *Program Design, *Program Evaluation, Public Schools, *Vocational Education
Identifiers-*Alaska

This dissemination booklet identifies and describes outstanding vocational and career education practices which are operating in Alaskan public schools. The sixteen programs are arranged in the following format: overview of the program; special facilities and/or equipment needed; instructional materials developed/used/adapted; key ingredients for success; budget analysis; historical background; recommendations to districts wishing to utilize that particular practice; and a program analysis. This analysis includes expected student outcomes, emphasis, groups involved, group size, environment, resources used, and evaluation. (CT)

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Pumps.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603801; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Educational Objectives, *Equipment Maintenance, Equipment Utilization, Individualized Curriculum, Instructional Materials, Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Vocational Education, Water Resources
Identifiers-*Pumps, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on pumps provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: types of pumps in plant and distribution systems, pump maintenance checks, and pump repair. For each competency, student objectives, resources (appendixed materials), learning activities, and an evaluation activity are provided. The appendices contain information sheets on pumps and flow controllers and pump troubles. (JH)

173 536 CE 019 606

le, Carol P., Comp.

Placement and Adjustment of the Handicapped: An Annotated
bliography. Information Series No. 146.

State Univ., Columbus. National Center for Research in Vocational
ducation.

s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.

Date-79

ract-300-78-0032

-29p.; For related documents see CE 019 603-618

Type- Reference Materials - Bibliographies (131) - Collected Works -
rials (022)

Price - MF01/PC02 Plus Postage.

riptors-*Educational Research, Employer Employee Relationship,
andicapped, *Job Placement, Job Satisfaction, Job Skills, Program
evelopment, *Publications, *Vocational Adjustment, *Vocational
ducation, Vocational Followup, Work Attitudes

e in a series of sixteen knowledge transformation papers, this
tated bibliography covers journal articles and documents published
een 1966 and 1978 on the topics of job placement and adjustment of
handicapped. Fourteen journal articles and thiry-two documents are
ented in annotations ranging from approximately fifty words for the
cles to two hundered words for the documents. The types of documents
ude final project reports, papers presented at meetings, workshop
institute proceedings, annotated resource guides, followup studies,
annotated bibliographies. Full citations are provided for both
cles and documents to facilitate their access by special educators
vocational educators. Since the bibliography was generated through
uter searches of the ERIC database, ERIC document numbers are given
ell as information on ordering reproductions from ERIC. (ELG)

ED 173 591 CE 022 025

Davies, A. C. And Others

The Unemployed Youth Programme. An Evaluation.

South Australian Dept. of Further Education, Adelaide.

Pub Date-Aug 78

Note-266p.; The computer analysis printout was removed as it was provided on microfiche, which is non-reproducible

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Career Education, Educational Programs, *Interpersonal Competence, *Job Skills, *Unemployed, *Youth Programs

Identifiers-Australia (South Australia)

In response to rising youth unemployment, the South Australian Department of Further Education established the Unemployment Youth Programme to equip the young with vocational and life skills. After eighteen months of operation, an evaluation was undertaken to assess the effectiveness of the programs in training the young unemployed with work and social skills while at the same time providing social, psychological, and moral support. To gather the data, six different groups of clients were surveyed. These groups were participants in the program, principals of colleges of further education, project officers in each region, instructors of programs, parents of the young unemployed, and employers and their representatives. Analysis of the data indicated that the programs were successful in equiping youth with work-related skills demanded by the community. Also, 34 percent of the participants surveyed had successfully gained employment while still completing their training program. It was recommended that the program be continued and expanded. (Author/JH)

ED 173 629 CE 022 230

Career Education Implementation Guide. (One Part of Wisconsin's Inservice Training Packages).

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-8546
Pub Date-Jun 79
Grant-G0078C0039
Note-134p.; Parts of this document may not reproduce well due to small light type; For related documents see CE 022 226-230
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Activities, *Career Education, Career Exploration, Community Resources, Educational Resources, *Inservice Teacher Education, Needs Assessment, Occupational Guidance, *Program Development, Program Evaluation, *Program Planning, Resource Centers, School Community Relationship, Staff Orientation
Identifiers-*Wisconsin

As a part of the training project which was to demonstrate the most effective methods and techniques for training school staff in the infusion of career education into the curriculum, this guide provides procedures which will enable educators, parents, community representatives, and students to collaborate in developing comprehensive career education programs for local education agencies. Seven criteria were used to select five school districts to receive technical assistance and inservice training in career education. Following a description of the project and the career education implementation flow chart and model, the process of implementation is presented in fourteen steps: (1) orientation and organization, (2) needs assessment, (3) organization of a career education cadre, (4) development of a community collaborative network, (5) development of a local plan for career education, (6) development of an inservice program, (7) development of a comprehensive career guidance program, (8) definition of the local infusion process, (9) implementation of a career education in kindergarten through adult education, (10) establishment of a career education resource center, (11) provision of career exploration opportunities, (12) evaluation of the career education program, (13) report on the program evaluation, and (14) refinement and repeating of the cycle. Appendixes include a list of project activities, aids to implementation, guidelines for using community resources, a staff involvement survey, and an abstract of the Wisconsin state plan for career education. (LRA)

ED 173 670 CE 022 535

Health Occupations Module. Ethics II The Health Care Team.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jan 78
Note-15p.; For related documents see CE 022 529-534 and CE 022 538
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ethics, Evaluation Methods, *Health Occupations Education, *Health Personnel, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers-Pennsylvania

This module on ethics - the health care team is one of eight modules designed for individualized instruciton in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, one objective, (upon completion of the required readings identify and define the health team members), and one learning experience. The learning experience contains four activities (e.g., visit a local hospital and observe the members of a health care team), an information sheet on the health care team, and a student self-check with model answers. Concluding the module is a student performance assessment form to be completed by the instructor. (JH)

ED 173 716 CG 013 623

Options in Education Transcript: Program No. 152: Kids and Drugs, One.''

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-89p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *Drinking, *Drug Abuse, *Educational Radio, *Law Enforcement, Lysergic Acid Diethylamide, Marihuana, Programing (Broadcast), *School Security, Secondary Education

This radio transcript includes six parts of a series Kids and Drugs.'' Part one describes high school students' experience with alcohol and drugs. Part two deals with law enforcement in relations to marihuana and other drugs. Part three deals with students and their drinking habits. Liquor dealers explain the problem of sales to minors in part four. Part five covers PCP, LSD and other hallucenogenics, and Part six covers drug education materials and programs. (PJC)

ED 173 611 CE 022 181

Daugherty, Ronald D. And Others

Results of Vocational Education Inservice Training. Needs Assessment Survey.

Northern Inst. for Research, Training, and Development, Inc., Anchorage, Alaska.

Spons Agency-Alaska State Dept. of Education, Juneau.

Pub Date- 78

Note-103p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Administration, Educational Needs, *Educational Objectives, *Inservice Education, *Needs Assessment, Teacher Education, Teaching Methods, *Vocational Education

Identifiers-*Alaska

A vocational education inservice training needs assessment survey was conducted among secondary school principals, teachers, superintendents, coordinators, and teacher aides throughout the state of Alaska. Individuals were asked to rate their own needs for inservice training in various areas of vocational education, the methods of inservice training which they preferred, and their ratings of the importance of several characteristics of inservice training. Among the survey results are the following: vocational education in emerging occupations'' was ranked highest by a majority of all principals and teachers in the area of inservice training needs; in regard to methods, a majority of teachers and coordinators ranked demonstration of materials or methods as first preference; and the majority of principals, teachers, and coordinators ranked the following as the higher of the important characteristics of vocational education inservice training: inservice training should improve classroom performance,'' inservice training should acquaint teachers with new materials and innovations.'' and inservice training should be based on specific objectives.'' (A copy of the survey instrument is included in the document.) (JH)

ED 173 649 CE 022 318

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Distribution Systems.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources
Identifiers-*Distribution Systems, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on distribution systems provides instructional materials for six competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: types of pipe for distribution systems, types of valves in water systems, meter types, disinfecting lines and storage tanks, clear well storage and elevated storage, and storage tank parts. For each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on materials and meters, valves, valve maintenance, disinfecting mains and storage tanks, and recoating storage tanks. Generally, an evaluation form with answer key is provided for each competency. (JH)

ED 173 572 CE 021 552

Halasz-Salster, Ida And Others

Synopsis of Career and Education Information Services for Ohio Citizens Report. Part V: Report to the Ohio Board of Regents.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Ohio Board of Regents, Columbus.

Pub Date-Jun 79

Note-93p.; For related documents see CE 021 548-549

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adults, *Counseling Services, Federal Legislation, Guidance Centers, Guidance Services, *Information Centers, Information Services, Information Systems, Needs Assessment, Participant Characteristics, *Program Descriptions, Program Improvement, *State Surveys, Statewide Planning

Identifiers-*Education Information Centers, *Ohio

A statewide study was conducted to assess the extent of services offered by Education Information Centers (EICs) in Ohio. The following four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling and referral services to all individuals in Ohio; (2) to assess, through surveys and site visits, statewide needs for educational information system, including relationships between providers and integration for system components; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs, and limited resources. (The final report of this study is presented in five parts. This document, Part V, summarizes the background, important findings, conclusions, and recommendations of the study. In general Part V concludes that the organizations included in the survey offer a wide range of services and information with resources. (The varied degrees of comprehensiveness to a somewhat narrow population range in Ohio.) (BM)

ED 173 692 CG 013 597

Wesner, Bitsy, Ed.
Toward Equality.
Pub Date- 77
Note-240p.; Pictures of marginal reproducibility
Pub Type- Guides - General (050)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavior Change, *Changing Attitudes, *Cultural Awareness, Elementary Secondary Education, *Equal Education, Group Activities, *Humanistic Education, *Racial Attitudes, Role Playing, *Sex Discrimination

The information and strategies in this notebook consist of research data and strategies designed to implement educational change related to sexual and racial limitations. This project is a collection of existing materials and strategies that can be used by classroom teachers and staff development planners. This packet also contains background information about the process of change as it relates to sexual and racial discrimination in public education. Such techniques as role-playing, psycho-drama, role reversal, and value clarification are used to produce attitudinal and behavioral change. These strategies are packaged for use by any group from elementary to adult education. (PJC)

ED 173 554 CE 020 235

Mitra, Sudhansu B.

Rehabilitation Research Capacity Building: Followup Studies. Final Report. Coppin State College Rehabilitation Research Studies, Monograph No. 2.

Coppin State Coll., Baltimore, Md.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-Aug 76
Grant-SRS-08-P-5584-3-02
Note-63p.; Research prepared through the Department of Rehabilitation Education
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Blacks, Critical Incidents Method, *Disadvantaged Groups, Failure Factors, Followup Studies, Ghettos, *Home Programs, Institutionalized Persons, Job Placement, Job Training, *Mentally Handicapped, Placement, Reading Ability, Reports, Research Projects, Self Care Skills, Social Adjustment, *Success Factors, Urban Population, Vocational Followup, *Vocational Rehabilitation
Identifiers-District of Columbia, Maryland, Model Cities, Social and Rehabilitation Service

This series of followup studies concerned mentally retarded rehabilitation clients of the Social and Rehabilitation Service research and development projects in the District of Columbia, and the Model Cities Project in Maryland. The clientele were primarily black, urban ghetto residents. The studies dealt with (1) vocational success of institutionalized retardates released for community placement; (2) vocational success of non-institutionalized retardates, successfully rehabilitated and closed for other reasons; and (3) vocational success of successfully rehabilitated retardates and non-retardates. Results indicated that a placement program which included placement homes, training, and job placement was imperative for vocational success of institutional adult retardates discharged to independent community status. These institutional dischargees also required long term post-employment services. For non-institutionalized mildly retarded clients, job training and placement according to potential were essential rehabilitation services which had sustaining effects on vocational success. For retardates the placement quality, reading ability, and absence of secondary disabilities were primary determinants of income at followup. Non-retardeds' income at closed rehabilitation'' was not indicative of their vocational success; income at the referral stage was an index of their future success. They primarily benefitted from the rehabilitation agency's restoration services; their socioeconomic status also had a bearing on their vocational success. (Author/CSS)

ED 173 671 CE 022 538

Health Occupations Module. The Skeletal System II.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jan 78
Note-21p.; For related documents see CE 022 529-535
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anatomy, Evaluation Methods, *Health Occupations Education, Individualized Instruction, Instructional Materials, Learning Modules, Postsecondary Education, Secondary Education
Identifiers-Pennsylvania, *Skeletal System

This module on the skeletal system is one of eight modules designed for individualized instruction in health occupations education programs at both the secondary and postsecondary levels. This module contains an introduction to the module topic, two objectives (e.g., list the types of joints and movements, and give examples), and two learning experiences. Each learning experience contains an overview, an activity (reading a module information sheet), and a student self-check with model answers. Concluding the module is a student self-assessment form (three essay questions) and a student performance assessment form to be completed by the instructor. (JH)

ED 173 717 CG 013 624

Salisbury, DeRoss Kamar, Normandie
Basic Substance Abuse Counselor's Training Course; Individual Counseling Skills and Client Management. Trainer's Manual Indiana State Dept. of Mental Health, Indianapolis.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Pub Date-Dec 78
Contract-271-75-4018; 271-78-4600
Note-595p.; Document prepared by the Divsion of Addiction Services in collaboration with Social Services, Inc.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; The National Drug Abuse Center for Training and Resource Development, 656 Quince Orchard Road, Room 607, Gaithersburg, Maryland 20760 (Publication No. 79-153T)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors-*Alcoholism, Behavior Change, *Counselor Training, *Drug Abuse, Helping Relationship, *Interpersonal Competence, *Paraprofessional Personnel, Self Concept, *Skill Development

The Individual Counseling Skills Training Course is a three-unit, 11-day course for alcoholism and drug counselors. One unit, dealing with individual counseling skills and client management, is presented here. The course was originally conceived for paraprofessionals in front-line counseling positions who have little or no formal academic training. It can also be adapted for homogenous groups of professionals. The authors strongly recommend that the training be carried out in a residential setting. The format involves the use of both a trainer (who makes authoritative presentations of subject matter) and a facilitator (who uses both directive and nondirective techniques to guide the group process). Topics covered include the whole self, somatic awareness, principles of behavior change in counseling situations, and cognitive and affective closure. An accompanying resource manual for use by participants offers pretraining questionnaires, objectives, suggested activities, and additional readings. (Author/BP)

173 537 CE 019 607

ger, JoAnn M Schlesinger, Sue H.
ering Sex Fairness in Vocational Education: Strategies for
ministrators. Information Series No. 147.
State Univ., Columbus. National Center for Research in Vocational
ucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-31p.; For related documents see CE 019 603-618
Type- Reports - Research (143) - Guides - Non-Classroom (055) -
llected Works - Serials (022)
Price - MF01/PC02 Plus Postage.
riptors-Career Education, Cooperative Programs, *Educational
ministration, Educational Change, *Educational Strategies,
ployment Opportunities, Equal Education, Federal Legislation,
service Education, *Nondiscriminatory Education, *Sex
scrimination, Sex Fairness, Sex Stereotypes, Vocational Counseling,
ocational Education
e of a series of sixteen knowledge transformation papers, this paper
s an overview of sex equity issues and suggests alternative
tegies for administrators in vocational education to use in reducing
segregation and fostering sex fairness. In the first section the
re of the problem is discussed: occupational sex stereotyping and
egation are recognized as major factors. Next, the relevant federal
are summarized, including Title IX of the Education Amendments of
, Title VII of the Civil Rights Act of 1964, Equal Pay Act of 1963,
e II of the Education Amendments of 1976, and Executive Order 11246
5). The third section deals with a variety of strategies aimed at
erent aspects of the problem. For students, three areas are
tified as targets: (1) recruitment measures to increase
raditional enrollment, emphasizing career education programs,
ocational programs, and introductory vocational classes; (2)
ance and counseling to improve the retention rate of nontraditional
ents; and (3) placement programs to overcome occupational sex bias
sing on cooperative education programs. Sex stereotyping is also
gnized as affecting special population students (displaced
makers, minorities, the handicapped, and the disadvantaged), and
tegies for change are offered in each case. On the staff level, two
s of activities are discussed: inservice training and affirmative
on programs. Additional communication efforts are recommended at the
unity and parent levels. (ELG)

ED 173 592 CE 022 031

Heffez, Jack

The Effects of Part-Time Employment on High School Students' Grade Point Averages and Rate of School Attendance.

Pub Date- 79
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Records, Achievement Rating, *Attendance, Attendance Patterns, Attendance Records, *Educational Research, *Grades (Scholastic), Part Time Jobs, Performance, Secondary Education, Secondary School Students, *Student Employment
Identifiers-Youth Incentive Entitlement Project

To determine what effects employment will have on high school students' grade point averages and rate of school attendance, the author involved fifty-six students in an experiment. Twenty-eight students were employed part-time under the Youth Incentive Entitlement Project (YIEP). The twenty-eight students in the control group were eligible for employment under the YIEP in all areas except they resided outside the entitlement area. The students in the control group were unemployed during the testing period. Grade point average scores and rate of school attendance for the fifty-six students were gathered from permanent record files for semesters ending in January 1978, June 1978, and January 1979. Findings did not support the proposition that providing high school students with part-time employment during the school year and full-time employment during the summer will result in an increase in their grade point average scores and the number of days which they attend school. (LRA

ED 173 612 CE 022 185

Carvell, Fred And Others
Choices and Challenges - A Student Guidebook about Nontraditional Career Opportunities. First Edition.
Carvel Education Management Planning, Inc., Los Altos, Calif.
Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-73p.: Photographs in this document will not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Affirmative Action, *Career Choice, Career Education, Demand Occupations, Employer Attitudes, Employment Opportunities, Employment Patterns, *Equal Opportunities (Jobs), *Nontraditional Occupations, Self Concept, Self Evaluation, *Sex Discrimination, Sex Role, *Sex Stereotypes, Vocational Education, Work Environment, Working Women
Identifiers-*California

This guidebook provides direction and information that will help students understand what nontraditional occupations are, what is creating new opportunities in such occupations, and what employers and nontraditional employees say about the new trends. The first of thirteen chapters gives the student information on how to use the guide. Chapter 2 provides a self-awareness questionnaire designed to increase the student's understanding of personal values and interests. Chapter 3 examines the growth in nontraditional occupations and defines nontraditional vocational education programs, sex discrimination, sex bias, sex stereotyping, and affirmative action. Chapters 4 and 5 examine sex discrimination laws and equal employment opportunity cases. The sixth chapter explores work, life styles, and sex roles. Chapters 7 and 8 present information on the opportunities for men and women in nontraditional occupations and nontraditional employment patterns. Chapters 9-12 discuss what employers say they want in employees, new job choices, preparing for nontraditional careers, and other ways to obtain information and become involved with a nontradiitonal career. The final chapter suggests questions for the student who has made a career choice. Learning-aid questions, self-awareness checksheets, and case studies are used in the guide as aids to help students better understand the topics covered. (LRA)

ED 173 693 CG 013 598

Wise, Lauress L.

The Role of Mathematics in Women's Career Development.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-29 Aug 78
Grant-NIE-G-78-0001
Note-45p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Tables 11a and b, 12a and b are of marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement, *Career Choice, Elective Courses, *Females, *High School Curriculum, *Mathematics, *Sex Differences, Skill Development, Vocational Counseling

The role of achievement in mathematics during high school is a critical barrier for women. Very few who were not planning a math-related career in the 12th grade later switch into a math-related career. Math skills are highly correlated with math-related career plans, and math skills developed during high school are both an essential component of subsequent educational attainment and a significant predictor of success in establishing math-related careers independent of level of educational attainment. Only minimal sex differences in math achievement are apparent in ninth grade, but dramatic sex differences are measured in math achievement gains during the high school years. These differences are attributable to a greater participation by males in elective math courses and a greater male interest in math-related careers. (Author/PJC)

ED 173 630 CE 022 232

Federally Assisted Employment and Training: A Myriad of Programs Should Be Simplified. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-79-11
Pub Date-8 May 79
Note-111p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Disadvantaged Groups, Educational Needs, Employer Attitudes, Employment Programs, *Federal Programs, Job Training, Metropolitan Areas, Objectives, Problems, Program Administration, *Program Coordination, Program Development, Program Effectiveness, *Program Evaluation, *Program Improvement, *Unemployed
Identifiers-United States, *Virginia (Tidewater)

A study was conducted to examine federally assisted employment and training programs in the Tidewater, Virginia, area during fiscal year 1977. The General Accounting Office found forty-four programs with similar goals attempting to assist virtually the same people. These were authorized through sixteen separate legislative authorities, creating a maze of funding and administrative channels. Recommendations were made that the Congress and the Director, Office of Management and Budget, simplify the federal effort through consolidation of programs where feasible and take steps to achieve more effective coordination. (Author/CSS)

ED 173 573 CE 021 567

Riley, Pamela J. Powers, Patricia

The Influence of Occupational Toys on Career Aspirations. Final Progress Report.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-Nov 77
Grant-G007605075
Note-149p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Career Choice, *Childhood Attitudes, *Childrens Games, Educational Experiments, Educational Games, Elementary Education, Elementary School Students, Females, Grade 4, Kindergarten Children, Males, *Occupational Aspiration, *Occupational Choice, Sex Role, Sex Stereotypes, *Toys
Identifiers-Utah

A study was made of the impact of nonsexist toys and games on the occupational aspirations and attitudes of kindergarten and fourth-grade children. It was hypothesized that children who play with toys and games that suggest non-sex-biased'' career options would be less likely to hold to traditional occupational expectations. Children in twenty-three classrooms were exposed to the toys and games for four months. After this exposure, children in these classes were compared with children in eighteen control classrooms. Analysis of the kindergarten data indicated that the effects of region (urban or rural) and group (experimental or control) on the occupational choices were relatively slight. However, the sex differences were highly significant. When asked to draw a picture of what they could be when they grew up, boys selected male sex-typed occupations and girls selected female sex-typed occupations. As with the kindergarten children, but to a lesser extent, fourth-grade males and females seemed to be well aware of sex role expectations. While the data suggested that the toys and games had only a limited impact, various factors may have influenced the impact of the toys, and competing forms of sex-role socialization. (Appended are references, a list of the toys used, questionnaires, and other materials developed for the experiement.) (LMS)

ED 173 650 CE 022 319

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Springs.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources

Identifiers-*Springs, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on springs provides instructional materials for two competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on spring basin construction and spring protection. For each competency, student objectives, information sheets, learning activities, and evaluation activities are provided. An evaluation form with answer key is provided for one of the competencies. (JH)

ED 173 672 CG 013 577

Daly, Brian E.

Attacking That Aging Feeling: Learning and Aging.

Pub Date- 76

Note-39p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Age Differences, *Cognitive Development, *Effective Teaching, Gerontology, Intelligence, *Learning Characteristics, Physical Characteristics, Teaching Methods

Potential differences in the learning abilities of adults and children, how they affect learning, and how to maximize adult education effectiveness are explored. The discussion of the differences and changes in the ability to learn covers such changes as those of physical attributes and mental abilities, as well as the role of both the psychological impediments and assets to learning. Several cognitive growth models have been developed and are reviewed: Knox, Houle, Cawley, and Erikson. Adults can learn effectively and progress from stage to appropriate stage if the necessary supports are provided. Educators need to become more aware of the altered learning horizons opened by cognitive development, corresponding to adult development, in order to be effective with all learners. (Author/LS)

ED 173 593 CE 022 033

Changar-Shaw, Ilene
The Older Worker: A Case Study.
Pub Date- 79
Note-77p.; Some of the table information in this document will not reproduce due to small, broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Employer Attitudes, *Employment, Employment Programs, Employment Qualifications, *Equal Opportunities (Jobs), Federal Legislation, *Federal Programs, *Gerontology, Job Skills, *Older Adults, Research, Retirement, Surveys, Vocational Retraining, Work Attitudes
Identifiers-Agism

The number of Americans between the ages fifty-five and seventy-four will significantly increase during the next few decades. Within this group is the fastest growing poverty group in the country. For them the right to work is basic to the right to survive. Studies have shown that older workers are able to produce work which is, in quality and quantity, equal to that of younger workers, thus dispelling some of the myths associated with aging. One important study was conducted by Lou Harris and is entitled "The Myth and Reality of Aging in America." Various titles of CETA (Comprehensive Employment and Training Act) could conceivably encompass older adult employment programs. At present funds for such programs are supplied by Title IX of the Older Americans Act, which provides for and promotes part-time employment in community service jobs for economically disadvantaged persons fifty-five years old or older. To protect persons up to age sixty-five from widespread age discrimination in the job market, the federal government enacted the Age Discrimination in Employment Act. Another option for providing employment to the older worker is career retraining. Since age is not an accurate indicator of ability, the policy of mandatory retirement should be re-examined by employers. Likewise, the federal government should re-examine the Social Security system which limits the earnings of older workers. (ELG)

ED 173 631 CE 022 234

Project New Pride: Replication.
National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jul 79
Note-75p.; For a related document see ED 145 178
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Involvement, Delinquency, *Delinquency Prevention, *Delinquent Rehabilitation, Demonstration Programs, *Federal Aid, Federal Programs, Grants, Nonprofit Organizations, Program Coordination, Program Effectiveness, Program Planning, *Program Proposals, *Project Applications, Recidivism, Rehabilitation Programs, Youth Employment, Youth Problems
Identifiers-*Project New Pride

The Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, is establishing a new discretionary grant program entitled Replication of Project New Pride: A Serious Offender Youth Treatment Program. Project New Pride was chosen for replication because of its demonstrated effectiveness in Denver, Colorado, where it kept serious offenders in the community, reduced recidivism rates, improved academic abilities, found youth employment, and reduced their incarceration. Funds for this replication program are being allocated under the Omnibus Crime Control and Safe Streets Act of 1968 and the Juvenile Justice and Delinquency Prevention Act of 1974. Applicants for federal aid under this program must meet the following requirements: (1) serve a target population age 14 to 17 residing in areas of serious juvenile crime, under court supervision, and with records of multiple serious offenses in the past two years; (2) be implemented by private nonprofit youth-serving agencies; (3) have demonstrated experience in delivery and management of community-based treatment programs for youth; and (4) have signed written cooperative agreements with the judicial system, schools of higher education and organizations and agencies for provision of job training and placement, and alternative and special education. (Besides application guidelines, this document provides application forms and the addresses to which they must be sent for approval.) (ELG)

ED 173 718 CG 013 625

Evaluation of Treatment Alternatives to Street Crime; National Evaluation Program, Phase 2 Report.

System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jan 79
Contract-J-LEAA-015-77
Note-159p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00758-9)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Community Programs, Cost Effectiveness, *Crime, *Drug Abuse, Identification, *Organizational Effectiveness, *Program Evaluation, *Referral, Rehabilitation Programs
Identifiers-*Diversion Programs

The National Treatment Alternatives to Street Crime (TASC) Program is assessed in terms of process effectiveness and cost benefits of the program. Major conclusions are: (1) the TASC processes of identification and screening, diagnosis and referral and client monitoring are being effectively performed; (2) TASC is a very positive factor in the treatment process, and is achieving impressive success rates; (3) TASC projects provide a progressive element in the CJS environment; (4) projects succeed or fail based on the quality of the staff rather than organizational structure or other factors; (5) poor files and inadequate information management are widespread among TASC projects reviewed; and (6) TASC offers the CJS a beneficial and cost effective alternative for drug abusing offenders. (Author)

ED 173 555 CE 020 259

Lisack, J. P.

Vocational Training Programs and Support Services Necessary to Meet Needs of Displaced Homemakers and Other Special Groups. Final Report.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Feb 79

Note-152p.

Available from-Office of Manpower Studies, Purdue University, SCC-A, West Lafayette, Indiana 47907 ($2.50, plus postage; $2.25 for ten or more)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Adult Vocational Education, *Ancillary Services, Career Development, *Day Care Services, Educationally Disadvantaged, Educational Needs, Females, Males, *Needs Assessment, Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Secondary Education, Vocational Counseling, Vocational Education, Womens Education

Identifiers-Displaced Homemakers, Indiana, Reentry (Employment)

This final report contains results of a three-part needs assessment conducted in Indiana on the following topics: (1) Support services needed to allow women to enter vocational education programs designed to prepare them for jobs traditionally limited to men; (2) day care services needed to afford students who are parents the opportunity to participate in vocational education programs; and (3) vocational education programs needed for displaced homemakers and other special groups. Chapter I presents background information and identifies the special target groups. Chapter II states the problems and objectives of the project. Chapter III states that the project was identified as a priority program by the Indiana State Board of Vocational and Technical Education. Chapter IV discusses procedures and strategies. Chapter V, on analysis, discussion, and findings, is the longest chapter of the report. Chapter VI, a review of selected related literature, contains reprints of articles and reports. Appended are examples of legislative actions in other states concerning displaced homemakers and lists of survey participants. (LMS)

ED 173 694 CG 013 599

Kidder, Louise H. And Others

A Theoretical Framework: Do Men Respond to Positions and Women to Persons?

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) -- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attachment Behavior, *Interpersonal Relationship, Marriage Counseling, Needs Assessment, *Relationship, *Sex Differences, *Sex Role, *Stereotypes

Men and women see themselves as contributing different types of resources to relationships. Women feel they contribute particularistic resources resources directed toward particular persons; men feel they contribute universalistic resources resources directed toward any occupant of some position. Men and women have accumulated very different experiences in responding to others as either persons or occupants of positions. Men prefer equity in relationships; women prefer equality in relationships. (PJC)

173 538 CE 019 608

eyden-Hilliard, Mary Ellen
essional Development Programs for Sex Equity in Vocational
ucation. Information Series No. 148.
State Univ., Columbus. National Center for Research in Vocational
ucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-28p.; For related documents see CE 019 603-618
Type- Information Analyses (070) - Collected Works - Serials (022)
Price - MF01/PC02 Plus Postage.
riptors-Coordinators, Counselor Attitudes, Counselor Training,
ucational Planning, Federal Legislation, *Professional Education,
ogram Planning, *Sex Discrimination, Sex Stereotypes, State
ograms, Statewide Planning, *Vocational Counseling, *Vocational
ucation, Working Women
tifiers-*Sex Equity Personnel

e of a series of sixteen knowledge transformation papers, this paper
ews that state-of-the-art of professional development as it relates
ex equity in vocational education. First, the problem of sex
rimination is presented with statistics showing the number of women
ently working and the number who are heads of their households.
, the extent of bias among counselors and teachers is discussed
e various studies have shown that most counselors have conservative
tudes towards the idea of the working mother and are not informed
t the roles of women in the work force; that schools generally use
ed guidance materials; and that most women pursuing nontraditional
tional education are faced with problems such as harassment that
hers do not know how to control. Methods for implementing change
g vocational education teachers, counselors, and administrators are
arized for both preservice and inservice. Also covered are
estions for helping students ovecome sex stereotyping in their
pational choices. At the end, the results of a survey of sex equity
dinators are given. Based on the responses of coordinators in
ty-one states, it is concluded that the focus of the coordinators'
rts in professional training varies from state to state and that
ning for the training is as important as the training itself. (ELG)

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Filtration.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources

Identifiers-*Filtration, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on filtration provides instructional materials for six competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: purposes of sedimentation basins and flocculation units, rapid sand gravity and pressure filters, filter faults, backwash procedures, backwashing frequency, and backwashing filters. For each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on rapid mixing and flocculation, sedimentation, filtration, and chemical coagulation and flocculation. Generally, an evaluation form and answer key are provided for each competency. (JH)

ED 173 673 CG 013 578

Parsons, Richard D.

The Stages of Consultation: A Dynamic Process.

Pub Date-Aug 78

Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consultants, *Consultation Programs, Counselor Role, *Educational Environment, Elementary Secondary Education, Flow Charts, *Inservice Teacher Education, *Pupil Personnel Services, School Services, Systems Approach, *Teacher Improvement

The literature on consultation generally concerns itself with philosophy, role definition and techniques, identifying what is done in consultation but falling short of explaining how to do it successfully. This model focuses on this ``how to'' process, guiding the practitioner through the various decision points which characterize the dynamic nature of the consultation process. The consultation stages, which may occur simultaneously, include entry into the system, problem identification, problem definition, intervention planning, consultation assessment, and the conclusion of the relationship. The various levels of functioning and their primary goals sequentially are: direct service to the child, focussing on the child; indirect service to the child, focussing on changing classroom behavior through extrapersonal factors; direct service to the teacher, focussing on teacher improvement; and service to the school system, focussing on behavior change while improving the school's general functioning and communication patterns. A flow chart demonstrates the integrated way in which the consultation process is viewed. Case material demonstrates the operation of the model and flow chart. (Author/LS)

ED 173 574 CE 021 569

Supreme Court of the United States. Southeastern Community College v. Davis. Certiorari to the United States Court of Appeals for the Fourth Circuit.

Supreme Court of the U. S., Washington, D.C.

Pub Date-Jun 79

Note-19p.; Some parts of this document may not reproduce well due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, *Admission Criteria, *Federal Court Litigation, *Federal Legislation, *Handicapped, *Medical Education, *Nursing, Postsecondary Education

A suit was brought by Frances B. Davis against Southeastern Community College, which had denied her admission to its nursing program because of her serious hearing disability. (An audiologist's report indicated that she cannot understand speech directed to her except by lipreading.) She alleged that this denial constituted a violation of section 504 of the Rehabilitation Act of 1973 which prohibits discrimination against an ``otherwise qualified handicapped individual'' in federally funded programs ``solely by reason of his handicap.'' In the original decision, the Federal District Court found that no such discrimination existed in this case, but its decision was reversed by the Court of Appeals. The suit was then brought to the U.S. Supreme Court which held: there was no violation of section 504 since nothing in that section prohibits educational institutions from requiring reasonable physical qualifications for admission to a clinical training program. In its unanimous decision, the Court stated that Southeastern would be required to lower the standards of its nursing program to accomodate Davis' handicap and that the law did not require such a substantial modification in educational programs. (ELG)

ED 173 613 CE 022 186

Crusey, Carolynn

Career Exploration for Gifted and Talented High School Students. Final Project Performance Report, October 1, 1977 through February 28, 1979.

Jefferson County Public Schools, Lakewood, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Grant-G007702785
Note-47p.; For related documents see CE 022 187, ED 132 284, and ED 138 786
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Community Involvement, *Experiential Learning, *Gifted, *Internship Programs, Pilot Projects, Program Development, Secondary Education
Identifiers-Colorado (Jefferson County), Education Amendments 1974, *Experience Based Career Education

An experience-based career education project for gifted and talented high school students was implemented in three pilot schools in Jefferson County, Colorado. The model was adapted from an existing model, which was designed for the regular school population and based on a prototype model developed by Northwest Regional Education Laboratory. Implementation of the program was relatively smooth during the first pilot term. Emphasis was place on establishing exploration and internship experiences in the community for students. All three high schools involved followed the model closely in terms of recommended staffing, three-hour block scheduling for students, use of transportation, awarding credit, and community site development. Elective credit was granted for career education; academic credit was awarded for individual projects which students negotiated with project teachers as well as cooperating content area teachers. Community instructors also assisted in designing projects which took place at their sites and were involved in the evaluation of these projects before credit was granted. Over 800 community sites were recruited for participation. The decision was made to extend the second term to a full eighteen weeks to allow time for program activities not accomplished in the nine-week term. Presently, administrative procedures are being followed to seek district approval for implementation beyond federal funding due to the positive responses of all those involved. (BM)

ED 173 719 CG 013 626

Hamilton, Stephen F. Stewart, Steven K.

Youth Development in the Youth Conservation Corps: An Exploratory Study of Personal and Social Development in Participants.

Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.

Spons Agency-Department of the Interior, Washington, D.C.; State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Pub Date-Sep 78

Note-159p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Developmental Psychology, Family Influence, Fear of Success, Job Satisfaction, *Maturity Tests, *Organizational Effectiveness, Psychoeducational Processes, *Resident Camp Programs, School Attitudes, *Social Development, *Youth Programs

Identifiers-*Youth Conservation Corps

The impact of participation in Youth Conservation Corps (YCC) on the personal and social development of youth is measured with the Psychosocial Maturity Inventory. In addition, informal observations are recorded by staff members and participants. Personal background information and pretest scores indicate that participants differ substantially. Three elements appear to be particularly important in determining the quality of YCC experience: the competence of staff; the nature of the work performed; and the organizational structure of the programs. Changes in PSM scores are limited to an increase in the Trust Subscale and a decrease in the Tolerance Subscale. (PJC)

ED 173 695 CG 013 600

Sinnott, Jan D.

Adult Intellectual Development as Social-Cognitive Growth: A Model.

Pub Date-Nov 78

Note-26p.; Paper presented at the Conference of the Gerontological Society (31st, Dallas, Texas, November, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Development, *Cognitive Development, Family Relationship, *Group Relations, *Interpersonal Relationship, Job Satisfaction, *Personal Growth, *Social Development, Social Psychology

This paper describes a tentative model to assist in conceptualization of the dynamics of adult social-cognitive development based on Piaget's and Riegel's thought, gerontological studies, and dialectical theory. The proposed model possesses several qualities: (1) it derives from the concept of intelligence as an adaptive biological entity; (2) it allows for exploration of the social cognitive growth of each person in an interaction, simultaneously; (3) both the intrapersonal and interpersonal dialectical processes can be explored; (4) logical operational development is considered a function of social experience; and (5) the model may be used to understand adult thinking in key areas of work, family relations and personal integrity. A pretest which utilizes analyses of adult dialogs is described, and further applications and research approaches are suggested. (PJC)

ED 173 594 CE 022 035

Operations and Training Manual for the Rainbow Shoppe, A Distribution Education Training Lab.

Waterford Township School District, Pontiac, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date- 79
Note-52p.; For a related document see CE 018 234
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Business Education, Career Education, *Distributive Education, Fringe Benefits, *Job Skills, *Program Descriptions, *Program Design, Secondary Education, Student Responsibility
Identifiers-*Operating Procedures

This manual introduces students to the rules, regulations, policies, and general operational procedures of a secondary distributive education student-run school store laboratory (the Rainbow Shoppe). It details, from a student standpoint, the benefits of the training program and the roles and responsibilities of each student in the operation of the lab. An introductory section presents the history of the store and an illustration of the store layout. The second section discusses facts about the store; its organization, personnel, the advisory committee, sales departments, and sales supporting services. Employee benefit programs, such as employee discount, charge account, high school course credit, and counseling services are explained in a third section. Rules, regulations, policies, and procedures are listed in section 4. Final sections include job duties of employees and the ten commandments of the Rainbow Shoppe. (CT)

ED 173 632 CE 022 242

Review of Social Security Student Benefit Program. Hearing before the Subcommittee on Oversight of the Committee on Ways and Means, House of Representatives, 96th Congress, 1st Session. February 8, 1979. Series 96-3.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

Pub Date-8 Feb 79

Note-121p.; Not available in hard copy due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cost Effectiveness, Expenditure Per Student, Federal Aid, Federal Government, *Federal Programs, *Financial Support, Government Role, Government School Relationship, Needs Assessment, Program Costs, *Program Evaluation, Social Agencies, *Social Services, Student Costs, *Student Financial Aid

Identifiers-House Committee on Ways and Means, Social Security Act, United States

Proceedings are presented of hearings before the Subcommittee on Oversight of the Committee on Ways and Means in the House of Representatives. The purpose of the hearings was to review the Social Security student benefit program to determine whether the program is still necessary. Testimony was received from the General Accounting Office, which had completed an extensive review of the program and its beneficiaries. Also testifying were representatives of the Department of Health, Education and Welfare, which administers the Social Security student program as well as the basic educational grants program; the American Council on Education, which represents postsecondary institutions; and the Chamber of Commerce of the United States. (LRA)

ED 173 652 CE 022 321

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology - Wells.
West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources
Identifiers-*Water Treatment, *Wells, West Virginia

One of twelve water treatment technology units, this student manual on wells provides instructional materials for five competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: dug, driven, and chilled wells, aquifer types, deep well construction details, yield and drawdown tests, and well screens. for each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activity are provided. The appendices contain information on ground water supplies and wells. Generally, an evaluation form with answer key is provided for each competency. (JH)

173 539 CE 019 609

on, Lenore W.
Guidance Needs of Women. Information Series No. 149.
State Univ., Columbus. National Center for Research in Vocational
ucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-22p.; For related documents see CE 019 603-618
Type- Reports - Research (143) - Opinion Papers (120) - Collected
rks - Serials (022)
Price - MF01/PC01 Plus Postage.
riptors-Career Development, Cognitive Development, Counseling Goals,
ployment Opportunities, Employment Problems, *Females, *Needs
sessment, *Occupational Choice, *Occupational Guidance, Self
ncept, *Sex Discrimination, Sex Role, Sex Stereotypes, *Vocational
unseling
th internal and external barriers prevent women from utilizing equal
rtunity. Counselors, teachers, administrators, and researchers must
rstand the guidance needs of women so that they can help them
come these barriers. Career and cognitive development theories
ire individuals to pass through several stages, and according to
ow's theory, all individuals are subject to the same hierarchy of
s. When counselors are aware of these stages and needs, they can
their female clients first by assessing the status of their
lopment, and then by helping them develop their vocational
-concept. After achieving this goal, counselors can then assess
r clients' interests, values, and skills and develop individualized
s for them. The most subtle problem that counselors face is how to
ent the real barriers that exist in the world of work and in the
/mother role without discouraging female clients from trying new job
s. Specific recommendations to aid counselors, teachers,
nistrators, and researchers in comprehending and meeting the
ance needs of women include (1) being aware of the facts of female
oyment, of the special skill needs of women and of their need for
forcement; (2) challenging developers of counseling and curricular
rials to eliminate sex stereotyping; and (3) developing support
ps and programs to develop specific personal skills. (This paper is
in a series of sixteen knowledge transformation papers.) (ELG)

ED 173 556 CE 020 294

Esposito, John C. And Others

The Profits of Failure: The Proprietary Vocational School Industry in New York State. A Report.

New York State Consumer Protection Board, Albany.
Pub Date-20 Jun 78
Note-114p.; Parts of some pages may not reproduce well due to faint or broken type
Pub Type- Reports - Research (143) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Disadvantaged Youth, Enrollment, Federal Aid, Federal Regulation, *Job Placement, Job Training, *Program Evaluation, *Proprietary Schools, *Quality Control, State Aid, State Standards, *Student Financial Aid, *Vocational Education
Identifiers-*New York

This report focuses on the proprietary vocational school industry in New York State. Part 1 describes the increases in the utilization of student financial aid programs by vocational schools and the effects of this aid on school enrollment. This part also introduces the role of the New York State Education Department in the regulation of the proprietary vocational school industry. Part 2 discusses how the availability of financial aid has focused the attention of the schools on the most impoverished students because of their eligibility for maximum financial assistance awards. The job placement record of the vocational school industry in New York State is examined in part 3. Part 4 discusses the roles of the various state, federal, and private agencies in assuring quality control at vocational schools. This part also includes two case studies dealing with the ineffective public control exercised over the schools. Part 5 presents the report conclusions and recommendations including the need for enforcement and improvement of existing laws and regulations and for government coordination of funding and regulatory agencies. (JH)

ED 173 674 CG 013 579

Labanowich, Stanley And Others
Recreation For the Homebound Aging; Trainer's Manual and Resource Guide.
Kentucky Univ., Lexington.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-30 Sep 78
Grant-90-A-1156(01)
Note-63p.; For related documents see CG 013 579-581
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agencies, *Delivery Systems, *Educational Gerontology, Geriatrics, Handicapped, *Homebound, Older Adults, *Recreational Programs, Senior Citizens, *Trainers

This manual for trainers provides a suggested course, along with background programming information, for personnel delivering recreation services to the homebound elderly. After assessing current needs, steps involved in the development of a homebound recreation program are considered along with agency administrative concerns. The actual planning and organization of a training program includes a consideration of both the program's purpose and the various types of agencies that might find this program useful, as well as such concrete items as local resources, a sample training schedule, training methods and evaluation. The training program itself should cover the homebound elderly's needs and characteristics, the agency service delivery method, an orientation to the value of recreation, program assessment, how to conduct an activity as well as modify and adapt it, various resource materials, and general instructions for the agencies. An assortment of forms and resources are included. (LS)

ED 173 696 CG 013 601

Task Force on Homosexuality. Final Report.

National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-10 Oct 69
Note-25p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinics, Community Health, *Educational Programs, *Government Role, *Homosexuality, Legal Responsibility, Policy Formation, *Sex Discrimination, Sex Role, *Social Attitudes, Social Science Research

This final Task Force report recommends the coordination of NIMH activities in the broad area of sexual behavior through the establishment of a Center for the Study of Sexual Behavior. The activities proposed for the Center fall into two major areas: research, training and education, prevention, and treatment; and questions of social policy with respect to sexual behavior. The specific purpose of all these research efforts is to reduce the taboo against asking for help for sexual problems, and to formulate legal changes and changes in employment policies and practices. (PJC)

Hesselbart, Susan
Question Format and Sex-Role Stereotypes.
Pub Date- 77
Note-25p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Background, *Forced Choice Technique, Junior Colleges, Junior College Students, *Questioning Techniques, *Response Style (Tests), *Sex Differences, *Sex Stereotypes, Social Attitudes, Values

The influence of question format on item responses is examined using split ballot techniques and sex-role stereotypes in a junior college sample. Two formats were used: direct, in which questions asked only about women, and comparative, in which items explicitly compared women with men. Significant differences by format occurred on seven out of eight stereotypes. Students rated women more favorably when direct rather than comparative steretoype items were used. However, relationships between stereotypes and other variables were similar, regardless of format. Explanations for these results and implications for attitude research are discussed. (Author)

ED 173 575 CE 021 572

Doyle, Timothy C. And Others

The Impact of Health System Changes on States' Requirements for Registered Nurses in 1985. Health Manpower References.

Vector Research, Inc., Ann Arbor, Mich.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.-DHEW-HRA-79-8

Pub Date-Dec 78

Contract-PHS-N01-NU-44122

Note-121p.; The tables in this document will not reproduce well due to small print

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Employment Projections, Employment Trends, Health Needs, Health Services, Labor Supply, *Manpower Needs, Models, *Nurses, Prediction, Social Change

The effect of future health system changes on the requirements for registered nurse (RN) personnel at the state level are examined in this report. Following a report introduction, chapter 2 discusses the baseline scenario which provides an estimate of RN requirements in the absence of three changes: the introduction of national health insurance, the increases in health maintenance organization enrollment, and the reformation of nursing roles. The impacts of these changes individually and in combination are measured against the baseline scenario in chapter 3. The appendices, which constitute a major portion of the document, include the following: the state RN requirements model, detailed information concerning the methods of estimating the results presented in chapters 2 and 3, and state projection tables. (JH)

ED 173 595 CE 022 042

Health Occupations Education. Survey of Critical Issues.

American Vocational Association, Washington, D.C. Health Occupations Education Div.

Pub Date-Sep 78

Note-74p.; Not available in hard copy due to light print

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Certification, Data Analysis, *Health Occupations Education, Leadership, National Surveys, Patients (Persons), *Problems, Program Development, State Surveys, Teacher Education

Identifiers-*American Vocational Association, Critical Issues Committee

A survey of the members of the American Vocational Association-Health Occupations Education (AVA-HOE) was conducted to identify critical issues concerning health occupations, establish the order of priority of these issues, and determine a position regarding each issue that was reflective of the opinion of the AVA-HOE members. Each member of the AVA-HOE Critical Issues Committee served as a representative of the region in which he/she served and was given the responsibility of contacting a key person in each state in the assigned region. These key persons canvassed the AVA-HOE members of the states using an opinionnaire dealing with twenty-two major topics. The results of the survey indicated that levels of patient care, national and state leadership, accreditation and certification, program development, and teacher education were ranked as the top five issues across the nation. (The survey results by region and state are included in this report.) (JH)

ED 173 614 CE 022 187

Crusey, Carolynn

Career Exploration for Gifted and Talented High School Students. Section II. Correspondence and Evaluation, Appendix A-G.

Jefferson County Public Schools, Lakewood, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Grant-G007702785
Note-130p.; Appendix F may not reproduce well due to small print; For related documents see CE 022 186, ED 132 284, and ED 138 786
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Education, Community Involvement, Evaluation Methods, *Experiential Learning, *Gifted, Internship Programs, *Participant Satisfaction, Pilot Projects, *Program Effectiveness, Program Improvement, Secondary Education
Identifiers-Colorado (Jefferson County)

Emphasizing career exploration and internship in the community for gifted and talented high school students, a career education project was implemented in three pilot schools in Jefferson County, Colorado. The model was adapted from an existing model which was designed for the regular school population and based on a prototype model developed by Northwest Regional Educational Laboratory. A third-party evaluation was conducted through data collected by site visits, administration of five different tests and questionnaires, and testimonies of participants in the project. Overall, the project was evaluated as being successful in producing both affective and cognitive gains in the students who participated in the project. Some of the weaknesses identified include the following: (1) student's transportation to and from the job sites was difficult in many cases; (2) curriculum was needed to supplement the on-site experiences and other student activities; (3) a more intensive and extensive inservice program for the staff was needed to focus on successful ways of working with gifted and talented students; and (4) most of the instruments proved to be inappropriate for the high ability level of the students involved. Both students and parents strongly agreed that the project provided a good opportunity to learn about careers and real life situations and was a good alternative to the regular school program. (BM)

ED 173 653 CE 022 322

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - Flouridation.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Chemical Analysis, *Chemistry, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, *Measurement Techniques, Public Health, Trade and Industrial Education, *Utilities, Water Resources
Identifiers-*Flouridation, *Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on flouridation provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: purpose and process of flouridation, correct flouride dosage, and proper measurement and handling techniques for flouride chemicals. For each competency, student objectives, resources (information sheets and appendix materials), learning activities, and evaluation activities are provided. The appendices contain information sheets on flouridation of public water supplies and laboratory equipment and supply requirements for a small water treatment plant providing complete treatment. Generally, an evaluation form with answer key is provided for each competency. (JH)

Duner, Anders, Ed.

Research into Personal Development: Educational and Vocational Choice. A Report of the European Contact Workshop. Held at Saatsjobaden 28-30 September, 1977, under the Auspices of the Council of Europe.

Council of Europe, Strasbourg (France).
Pub Date-78
Note-191p.
Available from-Swets Publishing Service, Division of Swets & Zeitlinger B. V., 347B, Heereweg, 2161 CA Lisse, The Netherlands
Pub Type- Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Educational Alternatives, *Educational Counseling, *Individual Development, *Occupational Choice, *Occupational Guidance, *Research, Vocational Interests

Fourteen papers from an international workshop on research into personal development relative to educational and vocational choice are presented in this report. Representative titles of the papers are as follow: (1) problems and designs in research on educational and vocational careers; (2) opportunities, pressures and constraints: research into extra-personal influences on educational and vocational choice; (3) research on school and vocational guidance: some types of problems and results; and (4) stability of interests and preferences and realism of choices: a necessary compromise. The report also contains summaries of group discussions and a list of workshop participants. (CT)

ED 173 675 CG 013 580

Labanowich, Stanley And Others

Recreation For the Homebound Aging; State of the Art.

Kentucky Univ., Lexington.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-30 Sep 78
Grant-90-A-1156(01)
Note-58p.; For related documents see CG 013 579-581
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agencies, Educational Gerontology, *Geriatrics, Handicapped, *Homebound, *Needs, *Older Adults, *Recreational Programs, Senior Citizens, Training Objectives

The need for provision of recreation services to the homebound aging has been recognized by many senior center organizers and directors. Because the attitudes and actions of both individuals and organizations are strongly affected by the social and cultural environment of their past, a history of both recreation and home-delivered services to the elderly is examined. Although neigher of these two areas has been studies definitively, existing data is presented. Secondary material draws from the literature examples establishing the need for such programs through study of the characteristics of the homebound aging, the benefits of recreation, and a rationale for coordinated service delivery. Because a survey of recreational services for the elderly shows little success in meeting homebound needs, and home-delivered services offer little in the area of recreation, there is a need for programs in this area. (Author/LS)

ED 173 697 CG 013 602

Wandersman, Lois Pall

Longitudinal Changes in the Adjustment to Parenthood.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

Spons Agency-National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Pub Date-78

Grant-FR-RR07087

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment), *Adjustment Problems, *Behavior Change, *Developmental Stages, Longitudinal Studies, *Parent Reaction, *Parents, *Personal Adjustment, Reactive Behavior

A conceptual framework of the adjustment to parenthood as a developmental stage in which parents are faced with a wide range of complex tasks in several social systems is described. Results are presented of an extensive longitudinal study of of 64 mothers and 57 husbands during the first year with a new baby. Results indicated that parents become more relaxed and self-confident as their babies become livelier and more responsive, and the marital relationship shows increasing strain. Trends which reflect the changing demands in the ongoing process of adjustment for new parents are discussed. (Author)

ED 173 721 CG 013 628

Value Questionnaires For Marriage and Family Living; A Creative Classroom Activity by Edu-Game.

Pub Date-75
Note-14p.
Available from-Edu-Game, Creative Classroom Activities, P.O. Box 1144, Sun Valley, California 91352 ($3.00)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Child Rearing, Classroom Materials, Divorce, *Family Life, *Goal Orientation, *Marriage, *Personal Values, Psychological Evaluation, Questionnaires, *Role Perception, Secondary Education, *Values

This booklet is a series of 10 unit-organized questionnaires to stimulate discussion on a variety of topics in the area of marriage and family life. These values clarification activities can help 11th and 12th grade students confirm or reevaluate personal attitudes. The units included in this activity are: Love and Marriage; Male and Female Personality Traits; Dating; Engagements; Weddings; Male and Female Roles; Children; Separation and Divorce; The Future of Marriage and Family Life; and Personal Evaluation. (Author/PJC)

ED 173 557 CE 020 299

Davidson, Jerry

Competencies Needed by Students Entering Automobile Mechanics Programs in Texas Secondary Schools with Emphasis on Achievement Expectations for the Handicapped.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 79
Grant-G007702536
Note-40p.; Report prepared in cooperation with Project ENCOUNTER
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement, *Ancillary Services, Aurally Handicapped, *Auto Mechanics (Occupation), Educable Mentally Handicapped, Emotionally Disturbed, *Expectation, *Handicapped Students, Learning Disabilities, Orthopedically Handicapped, Secondary Education, *Skills, Student Problems, Visually Handicapped, Vocational Education
Identifiers-Delphi Technique, Texas

A study was conducted to identify the competencies needed by students entering auto mechanics programs with emphasis on competencies which handicapped students either possess or could be expected to attain. The research was divided into two parts. First, through two rounds of questionnaires (modified Delphi Technique) mailed to a panel of twelve auto mechanics teachers in Texas, 48 of 76 competencies listed on the questionnaires were rated as those needed by students entering auto mechanics programs in secondary schools. Second, a panel of special education experts were provided with the list of 48 competencies and were asked to consider each in the light of six handicapping conditions. This information was designed to identify handicapping conditions which would usually prevent a student from possessing entry-level auto mechanics skills and to determine what special assistance could be given to handicapped students to enable them to meet the competencies. Some of the findings include the following: (1) the most needed competencies were social maturity skills; (2) special needs students already possessed most of the competencies needed for auto mechanics; (3) a classroom aide was the most commonly suggested assistance source; and (4) the competency considered most likely to remain out of reach of some of the handicapped students was the ability to drive a car. (JH)

ED 173 576 CE 021 581

Gray, Burl B. And Others

Comparing Military and Civilian Skill Training: Instruction and Program Evaluation. Final Report, October 1 - December 31, 1976.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
Report No.-HumPRO-FR-WD-CA-76-20
Pub Date-Dec 76
Contract-MDA-903-77-C-0028
Note-64p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, Industrial Training, Job Skills, *Job Training, Management Systems, *Military Training, Performance Criteria, Program Costs, *Program Evaluation, Skill Development, *Student Evaluation, *Teacher Evaluation, Technical Education, *Trade and Industrial Education
Identifiers-Department of Defense

A questionnaire study was conducted to gather in-depth comparative data on job training practices in the Department of Defense (DOD), commercial business/institutions/industries (B/I/I), and proprietary trade/technical schools (T/TS). Detailed questionnaires requesting information on the management, conduct, and costs of twelve high-priority job training courses having military and civilian counterparts, were sent to the training managers/directors of thirty-three T/TS, twenty-nine B/I/I, and twenty DOD schools. Of a total of 134 questionnaires mailed, 84 were returned; 41 with usable data (24 from DOD and 17 from T/TS). All B/I/I reporting indicated that they no longer train in the course selected for study. Simple means and percentages comparing DOD and T/TS courses were calculated on the data provided in the 41 questionnaires. Based upon the findings detailed in this report, it was concluded that (1) job training, as conducted in DOD schools, is more job-performance oriented, and evaluation is more objective; (2) student/instructor ratios are similar; and (3) considering that the average DOD course employs approximately four times as many instructors to graduate eleven times as many graduates, DOD school productivity exceeds that of T/TS. (The questionnaire is appended.) (Author/CSS)

173 540 CE 019 610

en, Paul V. Paul, Krishan K.
Role of Vocational Education in the Nation's Economic Development.
formation Series No. 150.
State Univ., Columbus. National Center for Research in Vocational
ucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-29p.; For related documents see CE 019 603-618
Type- Reports - Research (143) - Opinion Papers (120) - Collected
rks - Serials (022)
Price - MF01/PC02 Plus Postage.
riptors-Business Cycles, *Economic Development, Economic Factors,
ucational Coordination, *Employment, Employment Patterns, Employment
tential, Employment Programs, Federal Programs, Job Skills, *Labor
onomics, Labor Force, Labor Market, *Manpower Utilization,
cupational Surveys, Productivity, State Programs, *Vocational
ucation
cational education plays a significant role in the nation's economic
lopment in terms of its capacity to make individuals more
oyable. It can respond to specific regional needs by producing the
led workers for a rapidly growing industry. If, however, the
stries of a region do not utilize the skills of the existing labor
e, it is possible for the region to try and attract the appropriate
stries, rather than retrain the workers. While vocational education
e will not result in the economic development of a state, it has
shown that programs such as CETA do increase a state's capacity for
omic growth. Because of the importance of vocational education's
, an effort should be made to coordinate it with national manpower
cy, and to provide closer links with private employers and labor
ns. Occupational projections are critical factors in determining
s for vocational education programs, and a number of models have
developed to determine and project manpower supply and demand.
e a well-trained work force can draw industries to a region,
tional education must develop more programs like RETONE (Relating
ning to Occupational Needs) which not only assess employer needs but
tify employment barriers. Vocational education, by improving
ning programs and by providing training to marginally productive
ers, can affect the productivity level of the work force. (ELG)

ED 173 596 CE 022 066

Health Planning Under Way. Annual Report, Fiscal 1978.

Health Resources Administration (DHEW/PHS), Rockville, Md. Bureau of Health Planning and Resources Development.

Report No.-DHEW-HRA-79-14025
Pub Date- 79
Note-20p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activities, Federal Legislation, Guidelines, *Health Programs, Health Services, Information Dissemination, *Program Planning, Statewide Planning
Identifiers-*Bureau of Health Planning, National Council Health Planning and Development, Resources Development Act

Fiscal year 1978 activities of the Bureau of Health Planning are presented in this annual report. The report is organized into areawide planning (e.g., health planning was established in 213 geographic regions, including 205 health service areas served by Health Systems Agencies and eight states, territories, and the District of Columbia); statewide planning (e.g., there are now 57 state health planning and development agencies); regulatory activities (e.g., as of October, 1978, 40 states had some kind of certificate of need program and 33 states were participating in the Section 1122 of Social Security Act programs); technical assistance (e.g., during Fiscal Year 1978, approximately 4,500 documents were added to the data base of the National Health Planning Information Center); national guidelines (e.g., the first set of National Guidelines for Health Planning were issued in final form on March 28, 1978); National Council (e.g., the National Council for Health Planning and Development became fully operational in Fiscal Year 1978, holding ten meetings during the year); program policy documents; the statutes (e.g., two health planning bills were introduced in Congress in Fiscal Year 1978); and looking ahead (e.g., in 1979 the Bureau will begin to implement an appropriations review program on a national basis). (JH)

ED 173 615 CE 022 199

Task Analysis. A Process Manual for the Development of New and or Modification of Instructional Curricula.

Pub Date-78
Note-171p.; Parts may be marginally legible ; Manual prepared by the California Occupational Information Coordinating Committee
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Course Organization, Curriculum Design, Curriculum Development, Curriculum Guides, Employment Qualifications, Job Skills, *Occupational Information, Performance Criteria, *Program Improvement, *Skill Analysis, *Task Analysis, *Vocational Education
Identifiers-Dictionary of Occupational Titles

This manual presents a suggested methodology for secondary and postsecondary vocational education school systems which can be used in designing new programs and courses and in maintaining or modifying existing programs or courses for the purpose of developing student skills which correspond to the employer-required skills necessary for successful entry-level employment. This process is intended to provide users with a uniform and systematic method for organizing current job tasks, skills, and knowledges presently taught from vocational education course outlines. The organization of the manual divides the process into four unique procedures, each requiring a separate form to be completed. These four procedures are the following: (1) identification of Dictionary of Occupational Title (DOT) codes, titles, and critical factors with the United States Office of Education (USOE) codes, titles and descriptors; (2) development of competencies based on DOT definitions; (3) establishment of course content framework; and (4) development of course competency outlines. Several materials are appended, including a course outline, instructional analysis guide, performance objectives, and definitions of terms. (BM)

ED 173 634 CE 022 251

Karweit, Nancy

Continuing Education and Early Career Attainment: Determinants and Occupational Effects of Going Back to School.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Grant-NIE-G-76-0073

Note-351p.; Not available in hard copy due to light type

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Adult Education, *Attendance Patterns, Biographical Inventories, *Blacks, Career Opportunities, *Caucasians, Comparative Analysis, Continuous Learning, Credentials, *Educational Alternatives, Educational Background, Educational Research, Employment, Jobs, Labor Force, Labor Market, Learning Activities, *Males, National Surveys, Occupational Mobility, Part Time Students, Racial Differences, Relationship, Success Factors, Unemployment, *Work Experience

Identifiers-Retrospective Life History Sample

This study examined sources and occupational consequences of utilizing alternative educational patterns in a nationally representative sample (Retrospective Life History Sample) of black and white men. The study explored patterns of educational activities used, the antecedents of the use of alternative normative patterns, and occupational effects of using alternate educational routes. A significant fraction of both black men (41%) and white men (59%) did not follow the assumed pattern of continuous full-time schooling followed by labor market entrance. Instead, full-time schooling interruptions and part-time schooling resumption were prevalent for both groups. Important in explaining full-time schooling interruptions are amount of school completed and credential status attained. Part-time work experience was important in predicting the use of a continuous school pattern for whites only. Resumption of education part-time was found to be predicted by educational attainment and credential status for blacks and whites. Ability, however, was positively related to just blacks' part-time educational pursuits. In considering occupational effects of pursuing alternative educational routes, occupational and educational changes during the first decade of labor force experience were included. Positive occupational effects of interrupting schooling were documented for whites, but not for blacks. Black/white differences in educational activity patterns and their sequences were seen as potential sources of racial differences in educational pay offs. (Author/CSS)

ED 173 654 CE 022 323

Ross-Harrington, Melinda Kincaid, G. David

Water Treatment Technology - General Plant Operation.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603801; Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Educational Objectives, Evaluation Methods, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Vocational Education, Water Resources
Identifiers-*Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on general plant operations provides instructional materials for seven competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: water supply regulations, water plant parts diagram, water sources, monthly operation reports, daily demand variation, average water reserve, and water shutoff guide. For each competency, student objectives, resources (e.g., information sheets, forms, appendix materials, and references to manuals, pamphlets, or books), learning activities, and evaluation activities are provided. The appendices contain information sheets on storage, sources of water, records and reports, and record-keeping, calculations and simple hydraulics. Generally, an evaluation form with answer key is provided for each competency. (JH)

ED 173 722 CG 013 629

Phillips, Sheridan Toscano, Peter F., Jr.

Old Dogs Utilizing Old Tricks: Memory and Complex Problem Solving.

Pub Date-78
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, Discrimination Learning, Educational Gerontology, *Gerontology, *Learning Processes, *Memory, *Older Adults, *Problem Solving, Retention, *Senior Citizens

Four groups of well-functioning senior citizens (6 males and 18 females per group) over the age of 65 were presented with a series of discrimination-learning problems. All were provided four pretraining problems, appropriate to their individual condition, and encouraging self-pacing. Two levels of problem complexity (four-dimensional vs. eight-dimensional problems) were crossed with two levels of a memory-aid variable (limited memory displays provided vs. none provided). Solution on four-dimensional problems was superior to that on eight-dimensional problems; memory aids significantly aided performance on eight-dimensional problems. Also, performance on four-dimensional problems deteriorated over the series of experimental problems while solution rates for eight-dimensional problems remained stable. The improvements with memory aids suggest that performance on highly complex problems may reflect deficiencies in component processes, notably memory. The deterioration of performance on problems of only moderate complexity may well reflect boredom. Both factors have practical implications which may enable the elderly to utilize more of their cognitive capabilities. (Author)

ED 173 676 CG 013 581

Labanowich, Stanley And Others

Recreation For the Homebound Aging; Service Provider's Handbook.

Kentucky Univ., Lexington.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-30 Sep 78
Grant-90-A-1156(01)
Note-32p.; For related documents see CG 013 579-581
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agencies, *Educational Gerontology, Geriatrics, Handicapped, *Homebound, *Home Health Aides, Older Adults, *Recreational Programs, Senior Citizens

This handbook is designed for use by personnel delivering recreation services to the homebound elderly. It helps the staff members discover more about recreational activities suitable to a specific client's needs, selection of activities, and the methods of introducing activities to the homebound. Assessment techniques aid the worker in learning the preferences, abilities, and disabilities of the client. Elements necessary to conduct an activity, include preparation, explanation and demonstration, practice, evaluation, special situations, and miscellaneous points to remember are delineated. Modification and adaptation of activities receive special attention. For selected activities, the objective, purpose, associated activities, equipment, methods, and special comments are outlined. A bibliography and list of supply houses complete the booklet which is supplemented by the companion Trainer's Manual and Resource Guide. (LS)

ED 173 698 CG 013 603

Baker, Roger G.
A Psychological Profile of College Dropouts.
Pub Date- 77
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment Problems, *College Students, Community Colleges, Dropout Characteristics, *Dropout Research, Junior Colleges, *Persistence, Psychological Characteristics, Rural Dropouts, *Sex Differences, *Withdrawal
Identifiers-*Bipolar Psychological Inventory

The psychological profiles of leaving and persisting students at a small rural community college in Utah were investigated. Subjects were 316 freshmen students, 41.1% of the Fall 1976 class, who were administered the Bipolar Psychological Inventory. Profiles of students leaving the college during the following year were compared to the profiles of students who persisted for the year. No significant differences were found between male leavers and male persisters; however, there were differences between female leavers and female persisters. Female leavers were less achieving, experienced less family harmony, and had more personal problems than did persisting students. (Author)

ED 173 558 CE 020 371

Atkinson, Karla

Eliminating Sex-Role Stereotyping in Vocational Education: A National and State Perspective.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date-Mar 79

Note-36p.; For a related document see CE 020 042

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Factors, Equal Education, Federal Legislation, Females, Males, *National Surveys, *Secondary Education, Sex Discrimination, Sex Role, *Sex Stereotypes, Social Influences, Socialization, State Legislation, *State Surveys, *Vocational Education

Identifiers-Michigan

This report explores sex role stereotyping and sex bias in national and state (Michigan) secondary vocational education program from several perspectives. Section I states the problem and gives the purpose of the report. Section II reviews the sources of sex role stereotyping in the legal, social, and cultural environments. Sections III and IV examine sex bias and role socialization in vocational education from a national and state perspective. Section V compares enrollment patterns in Michigan and in the nation. Section VI explores the effects of sex role stereotyping in vocational education programming on the national and state labor markets. Section VII defines the relationship of economic stability to vocational preparation. The report concludes with a series of suggested planning directives to eliminate sex role stereotyping in vocational education in Michigan. An appendix presents brief descriptions of state and federal legislation to prohibit sex discrimination. Tables of statistical data appear throughout the report. (Author/LMS)

ED 173 597 CE 022 067

Colmen, Joseph Wurzburg, Gregory

Involving Schools in Employment and Training Programs for Youth.

National Council on Employment Policy (DOL), Washington, D.C.

Pub Date-31 May 79

Contract-DOL-23-11-77-06

Note-34p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Employment Programs, *School Community Cooperation, *School Involvement, *Youth Employment

Identifiers-*Collaboration, *Comprehensive Employment and Training Act, *Local Educational Agencies, *Youth Employment Demonstrations Projects Act

A study was conducted to review the progress that local CETA sponsors and LEAs have made towards collaboration. An analysis was made of early prime sponsors and LEA experience under YEDPA based upon the first three parts of a four-part evaluation conducted by the National Council on Employment Policy of YEDPA implementation in 37 CETA prime sponsorships. The implementation study included extensive discussion about CETA-LEA agreements, the mechanics of local change and the difficulties encountered along the road to collaboration. Data for analyzing channels of influence to local schools other than CETA prime sponsors were obtained from a number of interviews, meetings and mini-case studies'' in Baltimore, Maryland, and Springfield and Columbus, Ohio, conducted in the summer and fall of 1978. Interviews were held with representatives of those national educational organizations or institutions which previously had taken action to stimulate or reinforce linkages between the education community and the employment/training community, or were in a position to influence the education community to do so. It was concluded that (1) it will take time and follow-up policies for interest in YEDPA to build; and that (2) this must begin at the local level. (CT)

ED 173 699 CG 013 604

Kammuller, Kenneth C.

Establishment of a Re-Entry Model to Reduce Recidivism Among Court Ward Students.

Pub Date- 77
Note-167p.; Ed.D Thesis, Nova University, Fort Lauderdale, FL
Pub Type- Reports - Descriptive (141) - Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Adjustment (to Environment), *Correctional Rehabilitation, *Delinquency, Disadvantaged Youth, *Dropouts, High School Students, Models, *Recidivism, *Rehabilitation Programs, Secondary Education

The development and implementation of a Re-Entry Model designed to facilitate and monitor the adjustment of high school students returned to public school from a county commitment facility is described. Transition and follow-up procedures implemented through the model with a liaison teacher at the commitment facility school designated as the intermediary between the facility and the public school to assist students in their adjustment are presented, as well as results indicating significant reduction in the rate of adjustment. Details of the model, initially operationalized in a target school for a trial period and subsequently expanded to all high schools in Marin County, are provided including project activities of regular meetings among parents and school personnel which centered on student educational programs, progress, and transition back to regular school. (Author)

ED 173 723 CG 013 630

Thomas, Patricia J.
The Female Naval Officer: What Is Her Role?
Pub Date-29 Aug 78
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, *Females, *Military Service, *Officer Personnel, Professional Training, Role Perception, *Sex Discrimination, *Task Performance, *Work Attitudes
Identifiers-*Navy

A 1972 survey of female and male naval offficers indicated that most men had little difficulty seeing women as effective managers, but doubted that women should serve in active service, or as line or commanding officers. The women saw their status as inferior to males, with junior officers more disssatisfied over inequality and more in favor of female sea duty. Changes over the past five years have not produced greater acceptance of, or orientation for, the female naval officer. Women, in 1977, overwhelmingly saw equalized opportunity, including shipboard and aviation billets, as essential. However, to prevent resentment among all personnel, caution should be used in placing women in desirable shore and shipboard billets. To make up for past inequities and to assist capable female personnel in career advancement, junior women officers should be encouraged to take on responsibilities previously undertaken only by male or senior female personnel. (LS)

ens, *David W.*
Coordination of Vocational Education Programs with CETA. Information
ries No. 151.
State Univ., Columbus. National Center for Research in Vocational
ucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-36p.: For related documents see CE 019 603-618
Type- Opinion Papers (120) - Reports - Research (143) - Collected
rks - Serials (022)
Price - MF01/PC02 Plus Postage.
riptors-*Educational Coordination, Educational Finance, Educational
jectives, Educational Research, *Employment Programs, Federal Aid,
deral Legislation, *Federal Programs, Needs Assessment, Program
velopment, Research Needs, *Vocational Education, Youth Programs
tifiers-*Comprehensive Employment Training Act, Youth Employment and
monstration Programs Act

e of a series of sixteen knowledge transformation papers, this paper
ines a glimpse at historical origins of the relationship between
tional education and employment training programs with an
ination of current vocational education-CETA (Comprehensive
oyment and Training Act) relationships. While research and
lopment are recommended to improve the understanding of these
tionships, emphasis is also given to the idea that cooperative
rts provide a means to improve individual well-being through
nced labor market opportunity. Besides citing major research and
slation affecting vocational education and federal involvement in
oyment and training, comparisons are drawn between vocational
ation and CETA in the following areas: allocation of federal funds,
et groups, delivery systems, and interaction. Then, the eight titles
he CETA Amendments of 1978 are summarized. Next, examples are given
ecent institutional change produced by YEDPA (Youth Employment
nstration Programs Act). After describing these present
nizational possibilities, their translation into probability
ements is considered. Also included is a recommended research agenda
determining organizational objectives and who can be helped, under
circumstances, and at what cost. The appendixes show the evolution
he CETA titles, the allocation of CETA funds, and formulas for their
cation. (ELG)

Moorman, Jerry, Comp.

Vocational Education for the Handicapped: (A Selected Resource Guide).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-264p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Agencies, Business Education, Distributive Education, *Handicapped Students, Home Economics Education, *Information Sources, *Instructional Materials, Office Occupations Education, Resource Guides, Trade and Industrial Education, *Vocational Education

Designed for vocational educators of handicapped students, this resource guide provides a selected list of curriculum materials information about the handicapped, and agencies offering services. The guide is organized into the following areas: business and office, distributive education, general information about the handicapped, home economics, trade and idustry, films, and national assistance agencies. Information about the materials generally includes the title and author, handicapped group for which it was designed, cost, publisher and date, brief description of contents, and ordering information. The information about each agency includes address, telephone number, and a brief description of its function. (JH)

Apprenticeship and CETA Technical Assistance Guide.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-55p.; Photographs in this document will not reproduce well
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Apprenticeships, Demonstration Programs, *Employment Programs, *Federal Aid, Federal Programs, *Program Coordination, Program Development, Trade and Industrial Education
Identifiers-Bureau of Apprenticeship and Training, *Comprehensive Employment and Training Act

Intended to encourage CETA (Comprehensive Employment and Training Act) prime sponsors and apprenticeship program sponsors to integrate their activities, this technical assistance guide demonstrates many ways the two can unite at the local level to train and place people for employment. A general description of CETA is provided explaining the shift in program emphasis from subsidized public employment to employment in the private sector. Following a general description of apprenticeship and the role of the Bureau of Apprentice and Training (BAT), two special emphasis areas are discussed in which BAT has developed programs: new trades or industries which have not previously used apprenticeships, and women in apprenticeship. The second section of this guide shows the relation of the CETA provisions to apprenticeship programs and how the two can coordinate their activities. Program funding is also discussed. In section III, models of specific programs that link the two together are provided as suggestions of the types of programs possible. They include women's building trades, concentrated employment training, building trades, multi-trades, preparatory diesel mechanic, and orientation to nontraditional careers for women. For each, details are listed, such as number of people served, length of training, funding source, and elements of the project design. (ELG)

Ross-Harrington, Melinda Kincaid, G. David
Water Treatment Technology - Taste, Odor & Color.
West Virginia Research Coordinating Unit for Vocational Education, Huntington.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Dept. of Health, Charleston.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603801; Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Educational Objectives, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Activities, Public Health, Trade and Industrial Education, *Utilities, Water Resources
Identifiers-*Water Treatment, West Virginia

One of twelve water treatment technology units, this student manual on taste, odor, and color provides instructional materials for three competencies. (The twelve units are designed for a continuing education training course for public water supply operators.) The competencies focus on the following areas: taste and odor determination, control of algae, and turbidity measurement. For each competency, student objectives, resources (information sheets and appendix material), learning activities, and evaluation activities are provided. The appendices contain information sheets on taste and odor control and laboratory equipment and supply requirements for a small water treatment plant providing complete treatment. (JH)

Curry, Ronald Young, Richard D.

Socially Indigenous Help: The Community Cares for Itself.

Pub Date-1 Sep 78
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Services, *Helping Relationship, *Interpersonal Relationship, *Intervention, Models, Psychiatry, *Self Help Programs, Social Relations, *Volunteers

Recently, interest has increased in self-help groups, lay referral networks, social support networks, natural helpers, and others which may be placed under a single conceptual umbrella socially indigenous help because they all deal with the issue of how people use other people, social groups, and lay institutions to alleviate problems in living, in the absence of professional intervention. Seven types of socially indigenous helpers exist along a continuum of role-demand-for-help; professional helpers; non-professional, role-accredited helpers; non-professional, role-accredited helping group members; role-appropriate helpers; socially indigenous therapists; ordinary helpers; and situational helpers. Such traditional models of helping as psychoanalysis and behaviorism are unsuitable as theoretical frameworks for studying socially indigenous help. Albert Bandura's recent formulation of a social learning view of reciprocal determinism provides a more appropriate conceptual framework and is applied to various aspects of socially indigenous help. Several other studies serve as illustrations of reciprocal determinism with implications for socially indigenous help. (Author)

ED 173 635 CE 022 253

Developmental Studies for Occupational Students: Post-Secondary Programs.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.; New York State Education Dept. Albany, Grants Administration Unit.; Office of Education (DHEW), Washington, D.C.
Report No.-RP-77-3
Pub Date-Nov 77
Grant-VEA-TQ-2-526
Note-146p.; For related documents see CE 022 254 and ED 152 344; Parts may not reproduce clearly
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Admission Criteria, Affective Behavior, Cognitive Ability, College Programs, Cost Effectiveness, *Developmental Programs, Diagnostic Teaching, Educational Diagnosis, Educational Facilities, *Individual Instruction, Performance Specifications, Personnel Evaluation, Postsecondary Education, Predictor Variables, Program Development, Program Evaluation, Staff Improvement, State Surveys, Student Evaluation, Student Recruitment, Success Factors, Teacher Qualifications, *Vocational Education

Based on information gathered from a statewide survey and a study of six college programs, this series of monographs presents findings and suggested applications for postsecondary development programs for occupational education students. The first of nine monographs contains an overview of research results. The results are based on an examination of cognitive and affective student variables and envireonmental and progrm variables. The remaining monographs, 2 through 9, contain the following: (2) discussion of developmental student recruitment and selection; (3) review of diagnostic and prescriptive procedures in the light of individual and group concerns; (4) exmination of factors impinging on program development particularly for reading, writing, and study skills components; (5) presentation of considerations related to staffing and facilities; (6) exploration of comprehensive (student, staff, and program-centered outcomes) evaluation standards; (7) inspection of factors involved in program cost analysis; (8) presentation of an approach to staff development; and (9) summarization of study findings and follow-up implications. Most of the monographs are formatted as follows: problems and issues, recommendations and implications, potential impact, and guide questions for considering program standards. (CSS)

ED 173 559 CE 020 398

Stenech, Joanne Fritsche, JoAnn M., Comp.
Women: Today and Tommorrow.
Maine Univ., Orono. Office of Equal Employment Opportunity.
Pub Date- Aug 75
Note-24p.; Photographs in this document will not reproduce well
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agriculture, Business Administration, *Career Awareness, *Career Opportunities, *College Majors, *College Programs, Community Colleges, Education, Educational Programs, Engineering, *Females, Labor Market, Liberal Arts Majors, Life Style, Postsecondary Education, Sciences
Identifiers-Bangor Community College ME, University of Maine Orono

Designed to help women who are planning their lives and careers, this twenty-one page booklet presents some of the two-year and four-year educational programs offered by the University of Maine at Orono (UMO). The booklet first discusses the demands the labor market of the future will make on employees and points out the importance of developing several skills and interests to remain employable and promotable. Another early section deals with life style planning. The booklet is then divided into broad academic areas, as follows: arts and sciences, two-year employment oriented programs available at Bangor Community College of UMO, engineering and sciences, education, physical education, life sciences and agriculture, and business administration. Each section covers some of the occupational opportunities available to those with preparation in that particular area. Most of the sections give an address to contact for further information. (LMS)

ED 173 700 CG 013 605

Horan, John J. Hackett, Gail

Partial Component Analysis of a Comprehensive Smoking Program.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Available from-Division of Counseling and Educational Psychology, 325 Carpenter Building, University Park, PA 16802

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Behavior Change, *Behavior Patterns, *Counseling Effectiveness, *Drug Addiction, Followup Studies, *Program Effectiveness, Program Evaluation, *Smoking

The effects of a comprehensive program for the treatment of cigarette addiction were investigated. Subjects were 18 university students and 12 community members. Abstinence levels of 40 percent, verified by expired air carbon monoxide tests, were achieved in a six to nine month follow-up period. A partial component analysis revealed that the comprehensive program was not significantly more powerful than a principle component, i.e., the focused smoking technique. (Author)

Basic Machines. Navy Training Course.
Bureau of Naval Personnel, Washington, D.C.
Report No.-NAVPERS-10624-A
Pub Date-65
Note-169p.; Photographs and shaded drawings in this document will not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Basic Skills, *Equipment, Fluid Power Education, Force, Fundamental Concepts, Hydraulics, *Mechanics (Physics), *Military Training, Postsecondary Education, Power Mechanics, Pressure, *Skill Development, Technical Education
Identifiers-Block and Tackle, Gears, Inclined Plane and Wedge, Levers, *Machines, Navy, Screws, United States, Wheel and Axle

This document is a reference for the enlisted men in the Navy whose duties require knowledge of the fundamentals of machinery. Beginning with the simplest of machines the lever the book proceeds with the discussion of block and tackle, wheel and axle, inclined plane, screw and gears. It explains the concepts of work and power, and differentiates between the terms force'' and pressure.'' The fundamentals of hydrostatic and hydraulic mechanisms are discussed in detail. The final chapters include several examples of the combination of simple mechanisms to make complex machines. The text is illustrated throughout. (CSS)

ED 173 598 CE 022 080

Richardson, William B. Owings, Maria F.

Women Vocational Students: Plans, Aspirations, and Socioeconomic Indicators.

Pub Date-10 Apr 79
Note-29p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April, 10, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Employment, *Females, Longitudinal Studies, *Occupational Aspiration, Predictor Variables, Socioeconomic Influences, *Socioeconomic Status, *Student Characteristics, Students, *Vocational Education

A study was conducted to determine the extent to which certain generalizations concerning vocational students as a whole apply to women vocational students. It compared women vocational students with those in other curricula (academic, general, and commercial) with respect to their future plans, aspirations, occupational status, and socioeconomic influences. The data utilized in this study were collected as part of the National Longitudinal Surveys of Labor Market Experience, which was conducted from 1966 to 1975. For the purposes of this study only those young women who were not enrolled in school in 1968 were included in the analyses. Results of the analyses indicated that young women in vocational curricula differed in many aspects from young women in other curricula and differed from vocational students in general (including men). They were not as likely as their non-vocational counterparts to seek or obtain other vocational training subsequent to their high school training, nor did they appear to obtain the same kinds of jobs within a few years after graduation. (JH)

ED 173 617 CE 022 204

A Unified Approach to Occupational Education. Report of the Commission on Vocational Education.

California State Dept. of Education, Sacramento.
Pub Date-79
Note-52p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00 for California Residents)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Articulation (Program), Cooperative Planning, Educational Coordination, *Educational Development, Educational Finance, Educational Planning, Financial Support, Legal Responsibility, *Needs Assessment, Organizational Communication, Program Development, Program Improvement, Standards, *State Federal Aid, *Statewide Planning, Student Organizations, Tax Support, *Unified Studies Programs, *Vocational Education, Work Experience
Identifiers-*California

A unified educational system develops basic skills, interpersonal relationships, occupational skills, and citizenship responsibilities leading to quality life and work through various components. A unified education system (1) includes all educational programs and deliverers of educational programs at all levels; (2) contains levels and/or components with specific roles and responsibilities; (3) involves sharing information, curriculum ideas, and criteria for student outcomes; (4) allows duplication of effort only where necessary; (5) establishes program standards at all levels; (6) stresses that all courses and programs emphasize experiential learning; (7) is a cyclical, year-round system characterized by open-entry and open-exit principles; (8) requires a commitment to educational work experiences; (9) includes standards that are adopted by the state legislature and reflected in a state plan; (10) awards credit for skills learned inside/outside the system; (11) uses clearly outlined assessment procedures; and (12) eliminates sex stereotyping, irrelevant prerequisites, and admission barriers. The unified educational system is accomplished through a state, district, and site-planning system and involves the efforts of the site educational plan planning council, subject-matter advisory committees, the California Education Council and State Department of Education, and the industry/labor/business advisory group. (The commission on vocational education recommends procedures for implementing a unified educational system and a centralized funding system in California.) (LRA)

ED 173 656 CE 022 334

Mruk, Walter F. Fenwick, Douglas E.

Investigation to Determine the Validity and Viability of a Regional Biomedical Equipment Technician Program at the Community College Level. Final Report.

Philadelphia Community Coll., Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-Jun 79

Note-38p.; Photographs at the end of this document will not reproduce well

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Cost Effectiveness, Educational Planning, *Educational Programs, Labor Market, *Medical Laboratory Assistants, *Occupational Surveys, *Program Coordination, *Program Validation

Identifiers-*Pennsylvania

A study was conducted to determine the validity and viability of a Southeastern Pennsylvania biomedical equipment technician program at the community college level. The results of a survey questionnaire, site visits, and interviews with administrators of existing health care facilities and ongoing biomedical curricula, indicated the following: (1) biomedical equipment technician (BMET) is an emerging occupation in the greater Philadelphia region; (2) a BMET program could be an option to an existing electronics program; and (3) a BMET program could be offered in a more cost effective manner by coordinated programming with several institutions; the need for replicating high initial cost facilities would be eliminated and only minor changes in existing electronics curricula would be required of the institutions forming a consortium in BMET. (A copy of the survey form is included in the appendices.) (JH)

ED 173 678 CG 013 583

Brown, Ronald T. Quay, Lorene C.

Impulsivity and Modeling in Normal and Behavior Disordered Adolescents.

Pub Date- 78
Note-15p.; Best copy available; Paper presented at the Meeting of the Georgia Educational Research Association (January 13-14, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Behavior Problems, *Cognitive Processes, *Educational Therapy, Hyperactivity, *Modeling (Psychological), Problem Children, *Psychoeducational Processes, Research Projects, Self Control
Identifiers-*Matching Familiar Figures Test (Kagan)

To ascertain whether impulsive responding in behavior disordered adolescents is amenable to change, 15-year-old normal and "acting-out" behavior disordered adolescents participated in an experiment designed to alter Kagan's Matching Familiar Figures Test (MFF) scores through a modeling psychoeducational procedure. No significant differences occurred on the MFF latency or MFF error measures as a function of the modeling psychoeducational treatment in either the normal or behavior disordered adolescents. While the present study failed to confirm the efficacy of a modeling psychoeducational treatment procedure in altering either MFF error or MFF latency measures among any of the adolescent groups, this finding suggested that specific instructional strategies are necessary, in addition to a modeling treatment in altering cognitive style in adolescents. (Author)

ED 173 724 CG 013 631

Vaughter, Reesa M.

Biological Differences and Social Equality: A Revolutionary Idea.

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias, *Biological Influences, Evolution, Interdisciplinary Approach, Justice, Researchers, *Scientific Research, *Sex (Characteristics), Social Factors, *Social Science Research, Values

Identifiers-*Equality, *Social Equity

Barriers to equitable scientific consideration of biological differences are being noticed by many scholars considering social equity. Many have observed the alliance and contamination of the biological and social sciences, reinforcing cultural biases. The uncritical acceptance and application of bio-medical models also produce inadequate methods of studying human behavior. Both the mechanistic and organic world views are compatible with an egalitarian view of biological differences, criticizing domination, thus contradicting the philosophy of the experimental method of domination and manipulation. Social Darwinsim views social inequity as a natural evolutionary process selecting the fittest for the future. Critics note how man differs from other species and machines, and the prescriptive rather than descriptive nature of the theory of evolution. The more promising solutions to such shortcomings involve interdisciplinary studies of values, social equality, and justice, which will provide a framework for research, decision guidelines about research topics, may define social problems, and provide a framework for social policy recommendations. (Author/LS)

173 542 CE 019 612

e, Carel P.
and Retrofitted Facilities for Energy Conservation. Information
ries No. 152.
State Univ., Columbus. National Center for Research in Vocational
ucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-19p.; For related documents see CE 019 603-618
Type- Reports - Research (143) - Information Analyses (070) -
llected Works - Serials (022)
Price - MF01/PC01 Plus Postage.
riptors-Building Design, *Building Innovation, *Climate Control,
nstruction Costs, Construction Management, Controlled Environment,
st Effectiveness, *Educational Facilities, *Energy Conservation,
cility Improvement, Facility Planning, Facility Requirements,
deral Legislation, Life Cycle Costing, *Solar Radiation

e of a series of sixteen knowledge transformation papers, this paper
ents an overview of considerations and methods for accomplishing
gy conservation in the schools. First, the National Energy Act of
is outlined with special attention to the school and hospital
gy conservation grant program. In the next section on energy
gement, various programs underway throughout the country are
ribed. An energy audit is recognized as an important part of such
gement, while life-cycle costing is mentioned as gaining acceptance
dministrators. Then, various innovative means of conserving energy
discussed, such as subsurface building design, location
olidation, and heat recovery and storage systems. The major
vation, however, is found to be solar energy, on which much research
eing conducted to determine the cost benefits of construction and
ofitting. It is emphasized that for any innovation to be truly
ctive, consideration must be given to the interaction between people
the environment so that the users' needs are met without discomfort.
ief summary is given of a national energy conference for schools
was held in Washington, D.C., in January, 1979. At the end is an
tated list of resources for the use of school administrators and
ational facility planners. (ELG)

ED 173 701 CG 013 606

Retirement, Work, and Lifelong Learning; Hearing Before the Special Committee on Aging, Ninety-Fifty Congress, Second Session. Part 1.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date-17 Jul 78

Note-112p.; For related documents see CG 013 607-609 ; Some small print may be marginally legible

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Continuous Learning, *Economic Factors, *Employment Patterns, Federal Legislation, Federal Programs, *Older Adults, *Retirement, *Social Attitudes, Work Life Expectancy

The transcripts of testimony given before the Senate Committee on Aging by the former Secretary of the Department of Health, Education, and Welfare, Joseph Califano, and the Director of the Center on Work and Aging at the American Institutes for Research, Harold Sheppard, are presented. Issues reviewed in these statements address the following areas of concern: work patterns, retirement planning, lifelong learning, the impact of inflation and the economy, and social attitudes. The appendices provide examples of correspondence between Senator Frank Church, Chairman of the Senate Committee, and Califano, Church and Sheppard, and excerpts of a report by Sheppard entitled Research and Development Strategy on Employment-Related Problems of Older Workers.'' (HLM)

ED 173 560 CE 020 459

Timmerman, L. D.

Iowa Career Exploration Institute.

Drake Univ., Des Moines, Iowa.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.

Pub Date- 77

Note-218p.; Parts of this document will not reproduce well due to broken type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Career Education, *Career Exploration, Demonstration Projects, Junior High Schools, Middle Schools, *Program Development, *Program Planning, *Team Training

Identifiers-Iowa

The Iowa Career Exploration Institute was designed to plan for implementation of career education at the junior high or middle school level. Fourteen planning teams were selected from different size schools and geographical areas of Iowa. The teams consisted of administrators, counselors, and classroom teachers. The first three days of meetings were designed for participants to learn firsthand regarding the "best" career education projects from Iowa and the nation. Several later meetings involved a sharing of ideas and reports from each team. In addition, a helping session was given by the Iowa Department of Public Instruction staff in relation to preparing proposals. At the final meeting of the institute each team submitted plans for implementing career education in its schools. (The fourteen approaches are included in this document.) All participants were asked to rate the strengths and weaknesses of the Institute. Most of the participants listed the sharing of experiences, the educational displays, and the first three days of the Institute as being the most important aspects of the Institute. There was a strong belief that a follow-up conference in the early fall and some additional sharing of ideas should take place. (Narratives of various presentations made during the general meetings are also included in this document.) (BM)

ED 173 579 CE 021 611

Nutter, Roger V. And Others

A Cost Management Control Procedure for Initial Training in Surface Ship Acquisition Programs. Final Report.

Chief of Naval Education and Training, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.-TAEG-68

Pub Date-May 79

Note-112p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Case Studies, Computer Programs, Cost Effectiveness, Data Bases, *Decision Making, Efficiency, *Estimated Costs, Expenditures, Initial Expenses, Management, *Media Selection, Military Training, Program Costs, *Program Development, *Program Evaluation, *Training Techniques

Identifiers-Navy, Surfact Ship Acquisition Programs

A study was conducted to develop a cost management control procedure to assist Navy managers in making decisions about initial training development and implementation in surface ship acquisition programs. Objectives were (1) develop and illustrate a cost management control procedure for centralized collection, storage, and control of cost data for commercially developed initial training programs; (2) develop an instrument for cost data collection compatible with existing training requirements directives and proposed cost management control procedures; and (3) identify and examine noncost management considerations affecting procedures for selecting training alternatives. A subjective rational approach, based on case history analysis, was used. Data bases were established from cost data derived from training device acquisition programs and noncost management data derived from major system equipment acquisition programs. Nine training device course cost proposals were selected for in-depth analysis. A computer-based cost management control procedure was developed to assist in selecting the most efficient initial training alternative, preparing initial budgetary estimates, and performing contractor cost proposal evaluations. (Appendixes include illustration of a cost estimation procedure for Navy developed initial training, summary of cases studied, data collection instrument for contractor developed training course, cost management control procedure data summary, and cost data for various initial training courses.) (Author/CSS)

ED 173 636 CE 022 254

Post-Secondary Developmental Studies Programs for Occupational Students: A Follow-up Study. Research Report.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Report No.-RP-77-3
Pub Date-Sep 78
Grant-VEA-78-335-PS
Note-71p.; Not available in hard copy due to small print and colored paper; For a related document see CE 022 253
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Basic Skills, Colleges, *Developmental Programs, Educational Research, Failure Factors, Longitudinal Studies, *Nontraditional Students, Postsecondary Education, *Program Effectiveness, Reading Programs, Remedial Programs, Skill Development, Student Characteristics, *Success Factors, Values, *Vocational Education
Identifiers-*New York

The basic objective of this third research phase was to verify and further delineate factors that are constant and valid contributors to the success of postsecondary occupational students enrolled in developmental programs. Follow-up research on a longitudinal basis was conducted on nontraditional students at six New York colleges. Of questionnaires distributed the overall return rate was 31%. The program components identified in contributors to success were verified by the results of the follow-up study. In relation to student success, analysis indicated the significance (1) of reading, (2) of program and career commitment, (3) of values such as goal orientation, achievement, and practical mindedness, and (4) of developmental program components. A number of implications were drawn from the study. For instance, the selection process for participation in developmental studies should include an element of self-selection in addition to high school records and test scores. Ongoing counseling and/or advisement should also be provided. (The follow-up study instruments are also included.) (CSS)

Wallston, Barbara Strudler
Situation vs. Person Variables in Research on Women and Employment.
Pub Date-Sep 78
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Opportunities, *Employment Patterns, Equal Opportunities (Jobs), *Females, Policy Formation, Researchers, *Research Problems, *Sex Role, *Social Factors, *Working Women

Research on women and employment, and on women generally, has had a tendency to focus on either person or situation variables, overlooking behavior as a function of the interaction of both. The omission of situation variables and the concentration on person variables in research on women and employment has serious consequences in drawing policy implications. The proportion of variance must be known, since research summaries suggest that situation-person variables generally account for more variance than either alone. Society also confounds the variables, using person explanations for characteristics which really are situation-determined. Various examples from the literature on women and employment show some of the influence of structures and the revokability of women's career choices and development, but the major theories of career development fail to understand the importance of the mediating variable of sex roles. (LS)

ED 173 599 CE 022 099

Promoting the Exploration of Personally Relevant Career Options in Science and Technology. Final Report.

American Coll. Testing Program, Iowa City, Iowa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Oct 76
Grant-SMI75-18149-A01
Note-101p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Choice, Career Exploration, Career Planning, *Females, High School Students, *Intervention, Occupational Aspiration, Program Effectiveness, *Science Careers, Sex Stereotypes, Social Attitudes, *Technology, *Vocational Interests

A study was conducted primarily to determine the impact of low-cost, replicable procedures for increasing exploration of and preference for careers in science and technology on the part of high school females with potential for such careers. Three-hundred and ninty ninth-grade females with above average academic ability were randomly assigned to an intervention group and a control group. Interventions included a non-sex-restrictive interest inventory supplemented with group discussions of career planning in general and science/technology careers in particular. In addition, a sample of 1,017 twelfth-graders was selected who were not planning majors in science or technology but who had high ability test scores and grades in science and math. These students were also randomly assigned to an intervention and a control group. Both groups received the usual ACT (American College Testing) Assessment score reports and interpretive booklets. However, the intervention group received two later mailings. The first mailing contained a letter calling attention to the recipients' high potential for careers in science and technology, a list of examples of science/technology programs at colleges of each student's choice, and a copy of a booklet entitled ``Women in Science and Technology: Careers for Today and Tomorrow.'' The second mailing contained a list of resource books/materials on career planning and an invitation to return a postcard requesting additional information on specific occupations. Statistical analyses of the outcome data for both groups indicated that the interventions were not effective in accomplishing project objectives. (BM)

ED 173 657 CE 022 339

Motivating Girls to Prepare for Math-Related Occupations. Final Report.

Torrance Unified School District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-82p.; Appendix E may not reproduce well due to small print

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Choice, *Career Education, *Careers, Counselor Attitudes, *Females, *Mathematics Education, Parent Participation, Parent School Relationship, School Community Relationship, School Industry Relationship, Secondary Education, *Sex Stereotypes, *Student Attitudes, Student Interests, Student Motivation, Students, Teacher Attitudes

Because of girls' relatively low motivation to pursue math studies, this project's purposes were to expand girls' career choice possibilities, to increase the quality of motivation and career guidance offered by counselors and teachers, and to involve parents of ninth-grade girls by providing specific information about the project and about math-related career opportunities. Twenty-five ninth-grade girls at each of two high schools were selected to participate. Project activities included setting up a series of visitations for students with leaders in business, industry, and the professions. Successful role models visited the campus to talk with students, parents, teachers, and counselors. Also, as a part of the project, inservice meetings were held for teachers and counselors to assist them in providing better career motivation and guidance to girls. The results of the project showed (1) an increased number of girls enrolling in math; (2) an increased level of confidence in math; (3) an increased number of girls choosing a math-related career; and (4) an increased awareness and interest by teachers, counselors, and parents. (The questionnaires, surveys, and project performance management forms are appended.) (Author/LRA)

ED 173 679 CG 013 584

Wolf, Deborah Goleman

Close Friendship Patterns of Older Lesbians.

Pub Date-Nov 78
Note-8p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978); Not available in hard copy due to marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Attitudes, Family Role, *Females, *Friendship, *Homosexuality, Interpersonal Relationship, *Older Adults, *Social Relations, Status

Both research and the gay community opinion have relied primarily on stereotypes in their ignorance of the older lesbian. A preliminary study of the close friendship patterns of older lesbians is underway in San Francisco, where gay community life is more visible than in other cities. Even there, lesbians are more underground than gay men. Most roles traditionally served by family members are filled by long-term close friends. Lovers affected the time spent with close friends, but the relationship of lovers was often less stable. Problems of social loss remain as an unresolved issue cloaked in secrecy without institutional support. (LS)

ED 173 618 CE 022 207

Operation MEDIHC (Military Experience Directed into Health Careers). Final Report.

Colorado Hospital Association, Denver.
Spons Agency-Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.
Pub Date-20 Apr 79
Contract-HRA-232-78-0094; N01-AH-44035
Note-65p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Counseling Services, Employment Programs, Employment Services, *Health Services, *Job Placement, Military Training, *Veterans, Vocational Followup
Identifiers-*Military Transition Programs

This Region VIII Operation MEDIHC (Military Experience Directed into Health Careers) comprehensive report covers the program's efforts to provide a state focal point of advice and assistance to all health-trained veterans seeking entrance into the civilian health services field during the period of June 1, 1970, through December 31, 1978. The arrangement of the report is as follows. Chapter 1 is a summary of the program's operations and outcomes relating to the contract objectives. Chapters 2-4 present applicant flow through the counseling and placement programs and the results of these procedures as reported at twelve-month intervals. Restraints to placement are reported in chapter 5. Projects that contribute to the constant flow of veterans seeking assistance from MEDIHC are described in chapters 6 and 7. The final chapter covers administrative meetings attended by the Region VIII MEDIHC staff. The scope of work followed during the period of 1970-1978 is included in the appendices. (JH)

ED 173 702 CG 013 607

Retirement, Work, and Lifelong Learning; Hearing Before the Special Committee on Aging, Ninety-Fifth Congress, Second Session. Part 2.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date-18 Jul 78

Note-70p.; For related documents see CG 013 606-609 ; Some small print may be marginally legible

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Age, *Economic Factors, Federal Legislation, Federal Programs, *Fringe Benefits, *Older Adults, *Population Trends, *Retirement

The transcripts of testimony given before the Senate Committee on Aging by the Secretary of the Department of Labor, F. Ray Marshall, and Ewan Clague, consultant and former Commissioner of the U.S. Bureau of Labor Statistics, are presented. Issues reviewed in these statements address the following areas of concern: retirement trends, economic problems, an aging population, CETA efforts, employment benefits for older workers, and the Consumer Price Index. The appendices contain correspondence from Committee Chairman, Senator Frank Church, Marshall, Church and Clague. (HLM)

man, Ralph
del for Planning Vocational Education at the Local Level.
formation Series No. 153.
State Univ., Columbus. National Center for Research in Vocational
ucation.
s Agency-Bureau of Occupational and Adult Education (DHEW/OE),
shington, D.C.
Date-79
ract-300-78-0032
-36p.; For related documents see CE 019 603-618
Type- Reports - Descriptive (141) - Collected Works - Serials (022)
Price - MF01/PC02 Plus Postage.
riptors-Advisory Committees, *Citizen Participation, Community
operation, *Community Involvement, Community Organizations,
ducational Planning, Failure Factors, Models, Needs Assessment,
ogram Development, Program Evaluation, *Program Planning, *School
mmunity Relationship, Success Factors, *Vocational Education
tifiers-Data Needs
e of a series of sixteen knowledge transformation papers, this paper
ents an educational planning model which incorporates citizen
lvement at the local level and provides a more responsive and
cient vocational education system. In the first section techniques
discussed for encouraging community participation, such as general
sory committees, craft committees, joint apprenticeship committees,
ic meetings, official hearings, and interaction. Then a
rehensive, generalized model is given for educational planning,
ssing the following areas: (1) the relationship of participation to
success of the planning; (2) plotting of alternative strategies; and
planning outcomes by producing a number of Human/Technical Resources
ct Packages. The actual model is described as providing an overview
ctivities, changes occurring from decisions, and costs. Three basic
es are identified for a systems approach to planning: analysis of
s, situations, and trends; design; and implementation and
uation. The last section applies the model to vocational education.
needs are discussed for the following areas of vocational
ation: basic information, programs of instruction, student
seling, instruction, and educational accountability (evaluation).
outlined are reasons why state and local agencies may have failed
[illegible]

ED 173 561 CE 021 370

Miller, Harry And Others

Adult Education in Sweden.

Southern Illinois Univ., Carbondale. Region 5 Adult Education Service Center.

Spons Agency-Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Pub Date- 78

Note-24p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education Programs, Civics, *Discussion Groups, Educational Finance, *Folk Schools, *Program Content, *Program Development, Unions, Urban Schools, Vocational Education

Identifiers-*Sweden

Folk high schools, study circles, labor market training, union education, and municipal adult schools are the major providers of adult education in Sweden. For the most part, these programs are financed by the government and are tuition free. Folk high schools, which are the oldest type, were founded to provide young adults with a general civic education and to familiarize them with their local traditions and national heritage and history. More than 250,000 study circles are furnished by ten study associations sponsored by trade unions, farmers, and political parties. Of the various types of adult education, these circles, which provide nonformal, leisure-time education, have the highest enrollment. Labor market training has fifty centers to give occupational training courses for the unemployed and young adults entering the job market. The unions educate their members in unionism and civic matters and stress the skills required for union leadership. A relatively recent development, municipal adult schools, is aimed at adults who have not completed a nine-year comprehensive education. Their curriculum includes the standard courses for grades 7-12 as well as vocational courses, and their graduates may apply to universities and professional schools. (Other forms of adult education are presented briefly, and a bibliography is included.) (ELG)

ED 173 680 CG 013 585

Education and Training of Paraprofessionals in Mental Health/Human Services: A Guide to Resources.

National Education Center for Paraprofessionals in Mental Health, San Rafael, Calif.
Spons Agency-New York Univ. N. Y. New Careers Training Lab.; Social Action Research Center, Berkeley, Calif.
Pub Date-Feb 79
Note-16p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Human Resources, *Inservice Education, Job Training, *Mental Health Programs, *Paraprofessional Personnel, Program Development, *Staff Improvement, *Supervision

This packet is designed to assist mental health program administrators in planning and implementing more effective training and supervision for program staff, especially paraprofessionals. Training and supervision are combined in these materials because they represent two approaches to the same goal: the enhancement of the competence of current or future staff members and the improvement of services to clients. The packet deals only with general issues, and would need to be supplemented with more specific information in a particular area before training is given. The packet consists of: (1) a list of issues to be considered by anyone developing an education/training program; (2) selected annotations of articles and books in this area; (3) descriptions of college paraprofessional training programs; and (4) names of individuals and groups who have particular interest and expertise in this field. (Author)

Solomon, Kenneth

The Development of Stereotypes of the Elderly: Toward a Unified Hypothesis.

Pub Date-19 Nov 78

Note-24p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Geriatrics, *Health Personnel, *Labeling (of Persons), Medical Services, *Older Adults, Personality Theories, *Role Theory, Social Attitudes, *Social Stratification, *Stereotypes

There have been several major theories proposed to account for the development of stereotypes of old people. The literature on stereotyping of the elderly is reviewed, with an emphasis on the attitudes of various health workers, especially physicians and psychiatrists. The theories and supporting data of the classical psychoanalytic theory, psychodynamic theories, cognitive dissonance theory, status inconsistency theory, attribution theory, labeling theory, and Marxian social science theory are critiqued. The congruence among these theories is examined and the interactions between different frameworks discussed. The implications of this unified hypothesis focus on its impact on the delivery of health care services to the elderly. The self-fulfilling prophecy of stereotyping reinforces both the theories and the stereotypic behavior of old persons. Stereotype elimination requires societal restructuring and the creation of meaningful roles for the elderly. (Author/LS)

ED 173 580 CE 021 645

Koble, Daniel E., Jr. And Others

Public Relations Handbook for Vocational Education in Large Cities.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date-Jun 78

Contract-OH-V-705-N

Note-66p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiences, Definitions, Needs Assessment, News Media, Organizational Communication, Program Effectiveness, *Program Planning, Publicize, *Public Relations, *School Community Relationship, Television, *Urban Areas, *Vocational Education

Intended for use by urban vocational staff members who face public relations problems and need to facilitate the outreach process in their cities, this handbook contains guidelines for organizing the public. First, Sanford's definition of public relations is outlined, followed by an explanation of why vocational education needs public relations. The next chapter emphasizes the importance of planning in developing and implementing an effective public relations program. Eight steps are identified in the planning process: (1) establishing the position of public relations coordinator; (2) identifying the audiences both internal and external; (3) assessing audience needs; (4) establishing goals and objectives for the public program; (5) designing program strategies and techniques; (6) scheduling the program; (7) implementing the program; and (8) evaluating the program. The second step, identifying target audiences, is dealt with in more depth in the next

ED 173 600 CE 022 103

Stitt, Thomas R. And Others

Standards for Quality Programs in Agricultural Occupations in the Secondary Schools and Area Vocational Centers of Illinois. Phase II. A Progress Report.

Southern Illinois Univ., Carbondale.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-30 Jun 79

Note-101p.; Some pages may not reproduce well due to being printed on colored paper ; Document prepared by the Department of Agricultural Education and Mechanization

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agribusiness, Agricultural Education, Agricultural Engineering, *Agricultural Occupations, Agricultural Production, Agricultural Supplies, Agricultural Supply Occupations, Forestry, Horticulture, Natural Resources, *Program Evaluation, Program Improvement, Secondary Education, *Standards, *Vocational Agriculture

Identifiers-*Illinois

The purpose of this project was to prepare materials to be used in the review and evaluation of an agricultural occupations program. Based on standards validated by Illinois agricultural occupations teachers, a

ED 173 637 CE 022 257

Tarrier, Randolph

Employment of the Educable Mentally Retarded Who Have Received High School Occupational Education.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.-CASE-9-78

Pub Date-Jun 78

Grant-VEA-CO-77-C-883

Note-79p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Development, Cooperative Education, Delivery Systems, *Educable Mentally Handicapped, Field Interviews, *Job Placement, Job Training, Mainstreaming, *Models, *Program Development, School Superintendents, School Visitation, Secondary Education, *Vocational Education, *Vocational Followup

Identifiers-*New York

A state-of-the-art study was developed to describe the present status of the job placement procedures for educable mentally retarded (EMR) students who have received high school occupational education in New York State. Fifty-four local school superintendents were contacted to participate in the study. Forty-four board of cooperative education services (BOCES) sites, the five largest cities, and the second five largest cities were included. This sample represented 90% of the EMR students in high school. Questionnaires were mailed to each participant, and site visits were arranged for types of placement procedures. Thirty-seven questionnaires were returned. Through site visits and

ED 173 658 CE 022 349

Hartz, John

Systems of Career/Occupational Information for Youth and Other CETA Participants: Guidelines and Considerations for CETA Prime Sponsors.

Association for Computer-Based Systems of Career Information.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-Jul 79

Contract-DOL-99-8-1856-36-276

Note-34p.

Pub Type- Information Analyses (070) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Choice, Career Education, Educational Programs, Employment Programs, Evaluation Criteria, Information Dissemination, Information Needs, *Information Retrieval, Information Services, Information Sources, *Information Storage, *Information Systems, *Information Utilization, Program Development, *Program Planning

Identifiers-*Comprehensive Employment Training Act

Designed for use by prime sponsors, state manpower service councils, and others interested in career planning information, this technical assistance guide provides information about career decision making and the delivery of career information within the context of employment and training programs. The guide raises issues and considerations to be addressed by program planners and operators in implementing programs. Major topics covered in the guide include (1) the importance of career choice, (2) criteria for career choice and career information, (3) determination of career/occupational information needs, (4) range of information types and formats, (5) choice of information storage and

ED 173 703   CG 013 608

Retirement, Work, and Lifelong Learning; Hearing Before the Special Committee on Aging, Ninety-Fifth Congress, Second Session. Part 3.

Arizona State Dept. of Economic Planning and Development, Phoenix.
Pub Date-19 Jul 78
Note-45p.; For related documents see CG 013 606-609 ; Some small print marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age, Discriminatory Attitudes (Social), *Economic Factors, Federal Legislation, Federal Programs, Government Employees, *Inflation (Economics), *Job Skills, *Older Adults, *Retirement

The transcripts of the testimony given before the Senate Committee by the Chairman of the Civil Service Commission, Alan Campbell, and Stanley Babson, management consultant and former vice president of finance for Technicon Corporation, are presented. Statements address the following issues of concern: age discrimination, management of job skills, retirement planning, inflation, and pensions. The appendices contain correspondence between the chairman of the Senate Committee, Senator Frank Church, and Campbell, Church and Babson, as well as a letter from William Withers, President of the New York Teachers Pension Association. (HLM)

ED 173 619 CE 022 213

Bailey, John E. Stefka, Charles J.

New York State Operation MEDIHC Program. Recruitment, Counseling and Referral Services for Vietnam-era Veterans Seeking Health Career Employment and/or Educational Opportunities. Final Report, April 1, 1972 - March 31, 1979.

New York State Dept. of Health, Albany.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.
Pub Date-79
Contract-231-77-0006
Note-57p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Failure Factors, Health Needs, *Health Occupations, Health Personnel, *Job Placement, Military Training, Program Development, *Program Effectiveness, Rural Areas, State Programs, Success Factors, *Veterans, *Vocational Counseling

ED 173 727 CG 013 634

Schlichter, K. Jeffrey Horan, John J.

Effects of Stress Inoculation Training on the Anger Management Skills of Institutionalized Juvenile Delinquents.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aggression, *Behavior Change, *Coping, *Delinquents, *Institutionalized Persons, Modeling (Psychological), Rehabilitation Programs, Role Playing, *Therapy, Verbal Communication

Baumhover, Lorin A. And Others

Age and Support of Feminist Issues: A Research Note.

Alabama Univ., Birmingham.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-DHEW-90-A-1038
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *Age Differences, *Attitudes, *Feminism, Gerontology, *Older Adults, *Political Issues, Sex Discrimination

Although there are several reasons to anticipate that older people would be less likely than younger ones to support feminist issues, data from this research do not support this contention. From data gathered in a random sample of 210 residents of a mid-size city in Alabama, it was found that older persons are generally as likely or more likely than younger persons to endorse feminist positions. A majority of the older persons supported 11 of the 12 positions presented and were more likely than younger persons to support some positions. These findings suggest that advocates of women's issues who are interested in broadening their bases of popular support might do well to look to older women and men as potential participants in their advocacy efforts. (Author)

Gnagey, William J.

Attitudes, Values and Motives of Classroom Facilitators and Inhibitors.

Pub Date- 79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anti Social Behavior, *Behavior Problems, *High School Students, *Motivation, School Attitudes, Secondary Education, *Student Adjustment, Teacher Attitudes, *Values, Violence

In this effort to isolate personal characteristics which might influence the behavior of disruptive students, high school teachers were asked to identify disruptive students (inhibitors) and well-behaved students (facilitators). Out of this group, 59 inhibitors and 86 facilitators were selected for study. All subjects were administered the Quality of School Life Instrument, the Inventory of Values, and the Motivation Inventory. Not surprisingly, results showed that facilitators, as compared to inhibitors, perceived school life as more satisfying, their classes as more interesting, and their teachers as more effective. A large difference between the two groups' scores on the National Educational Development Test suggested a strong connection between classroom behavior and achievement. The combined consideration of all findings revealed the classroom inhibitor to be a comparatively unhappy, frightened student with a less-than-average achievement record. (Author/BP)

ED 173 732 CG 013 639

Hohenshil, Thomas H. Linkous, Carolyn Maddy
Sex Equality Bibliographies.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
Pub Date-78
Note-99p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Development, *Equal Opportunities (Jobs), Females, *Occupational Guidance, *Sex Discrimination, *Sex Fairness, *Vocational Counseling

This partially annotated bibliography is one of a series designed to help educational personnel increase sex equality in vocational guidance and counseling programs. Its purpose is to help counselors and other educators to identify and eliminate sex bias and sex stereotyping, both factors which constrict career options and consequently the choice process. It includes a combination of relevant articles, books, research reports, project reports, audio-visual materials, staff training materials, organizations and directory lists. The selected references were collected from a variety of sources, including a comprehensive computer-assisted ERIC literature search, other bibliographies prepared on the subject, federal and state research and training projects, and various private and governmental agencies. Where possible, the ordering addresses and cost of the materials are given, as well as brief descriptions. This is not an exhaustive listing of every available resource; materials were selected because they seemed to be representative of categories of materials found to be especially helpful in a variety of sex equality programs. (Author)

ED 173 733 CG 013 640

Hohenshil, Thomas H. Horton, Bobby

Business/Industry/Guidance Exchange Bibliography.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

Pub Date- 78

Note-31p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business, *Career Education, *Community Resources, Counselor Role, *Guidance Functions, Occupational Guidance, *School Community Relationship, *School Industry Relationship

This bibliography is designed to help educational personnel increase their involvement in the business/education community. It was developed to aid counselors and other educators in identifying sources of information relating to involvement of business and industry in areas pertaining to vocational guidance and counseling, with a special emphasis on the counselor or educator in the industrial or business

books, reports and organizational resource lists. The selected references were collected from a variety of sources, including a comprehensive computer-assisted ERIC literature search, other bibliographies prepared on the subject, federal and state research and training projects, and various private and governmental agencies. These are not meant to be exhaustive listings of every available resource, but rather were selected because they seemed to be representative of categories of materials found to be especially helpful in a variety of business/education exchange programs. (Author)

ED 173 734 CG 013 641

Focus Curriculum Manual; A Focus Dissemination Project.
Human Resource Associates, Inc., Hastings, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-176p.; For related document see CG 013 642
Available from-Focus Dissemination Project, Human Resource Associates, Inc., 121 E. Second Street, Hastings, MN 55033
Pub Type- Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Dropout Prevention, *Group Counseling, High School Students, *Humanistic Education, Motivation, Secondary Education, Self Esteem, *Staff Improvement, *Student Problems, *Underachievers, Work Experience Programs
Identifiers-National Diffusion Network

This training manual is for use in preparing staff members to use the Focus Model, which is a school within a school'' for disaffected high school students. The material is designed to be used as a resource aid following participation in an in-service workshop. Information is presented to help implement a contracting system to establish and fulfill meaningful social and academic goals. Specific subject areas are also dealt with, including mat[illegible] English, history, language arts and creative arts. A section on work programs provides background and resource material for helping students get useful job experience, including decision-making and self-management skills. (Author/BP)

ED 173 735 CG 013 642

Focus Training Manual; A Focus Dissemination Project.
Human Resource Associates, Inc., Hastings, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-315p.; For related document see CG 013 641; copies of newspaper articles on FOCUS have been removed from this document
Available from-Focus Dissemination Project, Human Resource Associates, Inc., 121 E. Second Street, Hastings, MN 55033
Pub Type- Guides - General (050)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Dropout Prevention, *Group Counseling, High School Students, *Humanistic Education, Motivation, Program Development, Secondary Education, Self Esteem, *Staff Improvement, *Student Problems, *Underachievers
Identifiers-National Diffusion Network

This training manual is for use in preparing staff members to use the Focus Model, which is a ``school within a school'' for disaffected high school students. The material is designed to be used as a resource aid following participation in an in-service workshop. The first section presents general and administrative preadoption material, including a needs assessment model and various methods for developing community awareness and participation. The second section contains operational aids such as staff selection guidelines, student selection guidelines, literature resources, and conceptual material about family functioning as it relates to disaffected youth. The third section introduces various human relations skills such as reality therapy, behavior modification, and transactional analysis, and discusses their applications to discipline, crisis intervention, and dealing with unacceptable behavior. The fourth section presents an evaluation model and instruments. (Author/BP)

ED 173 736 CG 013 643

Herron, William P. Kemp, Edith S.

Urban School Dropouts: Data Collection and Analysis in Philadelphia.

Pub Date-79

Note-22p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Table 1 of marginal reproducibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Collection, *Dropout Research, *Dropouts, Minority Groups, *Program Planning, Racial Factors, *School Holding Power, Secondary Education, Sex Differences, Statistical Data, Unemployment, *Urban Dropouts, Urban Schools

Identifiers-Pennsylvania (Philadelphia)

In the late 1960's, educators and researchers became concerned with the dropout problem in large urban school districts. In Philadelphia, the Division of Pupil Personnel and Counseling (PPC) is responsible for collection of this data and reports this information to the state. The process has been computerized to cope with the large volume of data. The PPC file has become the basis for annual dropout reports. Four general categories of dropouts have been defined. A survey questionnaire was also developed which indicated differential patterns of dropping out by race, sex and grade, and also shows that many dropouts continue their education on a part-time basis or through the GED program. There has been an overall decline in the dropout rate over the last five years, although the majority of dropouts leave school because they are over-aged. The survey reveals differences in official records and personal reasons for leaving, however. Each time the study is conducted, 50% report unemployment, suggesting that new approaches are required to solve problems of unskilled teenage employment. The appendix includes dropout statistical tables and status surveys. (Author/BEF)

ED 173 737 CG 013 644

Dole, Arthur A. And Others

A Penny For Your Thoughts: Counselor Behaviors and Client Satisfaction as a Function of Counselor Retrospections.

Pub Date-Apr 77

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, Behavior Rating Scales, Case Studies, *Counselor Performance, *Counselors, Counselor Training, Individual Psychology, *Interaction Process Analysis, *Interpersonal Relationship, *Research Projects

Identifiers-*Counselor Client Relationship

An interview between a college counselor and client, comprising 54 dyads, was used to demonstrate a classification system for counselor retrospections. The interview and subsequent counselor retrospections and client reactions were recorded, transcribed, and coded. After intercoder agreement was established, contingency analyses were computed. In general, six retrospective dimensions were not closely related to concurrent counselor behaviors nor to measures of client satisfaction. Most frequent counselor retrospections and behaviors and a factor analysis were interpreted in terms of descriptive information. These findings were compared with those of four other interviews. In this case, the single case method seems appropriate to data which are highly individual, personal, and intricate. Results imply that counseling is an art in which thought pattern is more important than exact thought at a point in time. This is valuable for counselor training and practice as well as for analyzing complex idiosyncratic phenomena. (Author)

Johnston, Charlotte Fouts, Gregory

Effects of Recall of Experience and Emotional Display Upon Empathy in Children.

Pub Date-Jun 78

Note-12p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Ottawa, Ontario, Canada, June, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, *Children, *Cognitive Development, Dramatic Play, *Emotional Response, *Empathy, Informal Assessment, Pictorial Stimuli, *Recall (Psychological), Situational Tests

The contribution of cognitive and affective experiences on empathy in children was assessed. It was expected that children receiving experience with both components would show more empathy than those receiving experience with only one or neither of these components. Six- to eight-year-olds participated in two phases, Training and Assessment. In Training, a child either received experience with (a) recalling situations they had experienced, (b) demonstrating emotions of story characters, (c) both components, or (d) neither component. In Assessment, children listened to stories and subsequently responded to three sets of drawings, which assessed (a) their understanding of each story situation, (b) their understanding of each character's emotional reactions, and (c) their own emotional reactions to the situations and characters' emotions. The results suggested that experience with either the cognitive or affective component deleteriously affected empathy in children; but having experience with both components maintained their previous levels of empathy. (Author)

ED 173 739 CG 013 646

Jordan, Valerie Barnes Jensen, C. Mark

Summary and Review: Correlational Studies of Measures of Piagetian Cognitive Development and Mathematics Achievement.

Pub Date-Feb 79

Note-16p.; Paper presented at the International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Arithmetic, *Children, *Concept Formation, *Conservation (Concept), Educational Diagnosis, Elementary Education, *Elementary School Mathematics, Logical Thinking, *Mathematical Concepts, Remedial Instruction, Standardized Tests, Test Interpretation

Identifiers-*Piaget (Jean)

Previous research has indicated that correlations between Piagetian and psychometric tests and chronological age are influenced by the size of the age range of the sample groups. To examine whether the size of the age range and mean age are related to the size of the correlations between Piagetian and arithmetic tests, Spearman rank-order correlations were obtained between these age-related variables and the Piagetian and arithmetic test correlations. Age range size was not related to the size of the Piagetian and arithmetic test correlations, however, an inverse and the size of the correlation between Piagetian and arithmetic tests, and the size of the correlation between Piagetian and arithmetic tests, indicating that groups with younger mean ages tended to have larger correlations than groups with older mean ages. The data suggest that a moderate relationship exists between Piagetian and arithmetic tests. Furthermore, no systematic differences occurred in the size of the Piagetian-arithmetic correlations between standardized and nonstandardized arithmetic tests. Many conserving children perform higher on arithmetic tests than do their nonconserving peers, although some nonconserving children nevertheless attain comparable levels of arithmetic performance. These results suggest that Piagetian tests might be used as a diagnostic aid for children who are experiencing difficulties in arithmetic. (Author/CKJ)

ED 173 740 CG 013 647

Byrd, Gary R. Locke, Bill J.

Establishment and Maintenance of Positive Behavior Change Under Alternate Procedures for Microeconomy Initiation and Termination.

Pub Date-74
Note-8p.; Best copy available
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Behavior Change, *Contingency Management, Environmental Influences, *Institutionalized Persons, *Mentally Handicapped, *Reinforcement, *Residential Programs, Retardation, Self Care Skills, Social Behavior

Token management procedures, initiated in a community residential home for six reatarded subjects, were designed to affect social behaviors and personal care habits. Two delivery formats were used, one in which prior announcement of reinforcement contingencies was explained, a second in which target behaviors were consequated as they occurred. The announcement and consequation procedure was able to change the target behaviors much faster than the trial and error pace of consequation only procedure. However, each of the treatment formats attained a stable level of change, and there were no differences in maintaining the performance level. During the extinction phase, the greatest deterioration was noted in increments of maladaptive social behaviors, and the least change was observed among personal care habits. (Author/PJC)

Davis, Carolyn
Decisions and Drinking: A National Prevention Education Strategy. Proceedings of a Workshop.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-22 Jan 78
Contract-281-75-0013
Note-102p.; Sponsored in part by the Western Area Alcohol Education and Training Program
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Action Programs (Community), *Alcohol Education, Community Leaders, *Decision Making, Educational Programs, *Federal State Relationship, Information Dissemination, Instructional Materials, *Leadership Training, Program Evaluation, State Supervisors, *Training

This set of training materials was developed for a nationwide prevention education program designed to develop new citizen awareness of the importance of making sound, personal decisions leading to the reduction of drinking problems and alcoholism. There are three packages of prevention education materials presented: Reflections in a Glass, for women; The Power of Positive Parenting, for parents of young children; and An Ounce of Prevention, for Black Americans. The workshop materials are designed so that participants can develop individual plans to be used in their own States. These proceedings also describe a new strategy designed to reach into local communities through the use of community people as group leaders. (PJC)

ED 173 742 CG 013 649

Bureau of Prisons Youth and Juvenile Policies; Hearing Before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary, House of Representatives, Ninety-Fifth Congress, Second Session on Bureau of Prisons Youth and Juvenile Policies. Serial No. 79.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date-27 Oct 78
Note-88p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Civil Liberties, *Corrective Institutions, Courts, *Delinquency, Government (Administrative Body), *Government Role, *Juvenile Courts, *Youth Problems

This is a hearing before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary, House of Representatives, Ninety-Fifth Congress, Second Session on Bureau of Prisons, Youth and Juvenile Policies. Norman Carlson, Director of the Federal Bureau of Prisons, makes a statement, and there is an exchange of correspondence between Carlson and Peggy Wisenberg of the National Prison Project. Also included is a description of juvenile facilities, prepared by the Federal Bureau of Prisons. (PJC)

ED 173 743 CG 013 650

Baenen, Nancy

Evaluation Design 1978-79: Education for Parenthood Project.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-30 Sep 78

Note-25p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, *Child Rearing, Day Care Programs, *High School Students, *Parenthood Education, Parent Role, *Program Design, Program Evaluation, Research Design, *School Community Programs, School Districts, *Secondary Education, Work Experience Programs

Identifiers-*Texas (Austin)

This booklet provides a summary of purposes and goals of the Education for Parenthood Project, along with a summary of the evaluation services to be implemented in order to effectively make decisions about funding and possible project modifications. Decision questions are outlined, and information needs are elaborated. A method for disseminating the evaluation findings is outlined, and information sources are evaluated and analyzed. There is also a list of data to be collected in the schools during each quarter of the school year, and a chart of evaluation time resources allocation. The evaluation focuses on the effectiveness of the program in meeting the needs of three groups of students: student-parents, career education students, and students in general education for parenthood courses. (PJC)

ED 173 744 CS 004 708

Evertson, Carolyn M. And Others

Texas Junior High School Study: Final Report of Process-outcome Relationships. Volume I. R&D Report No. 4061.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 78

Contract-NIE-4-0-6-76-0073; OB-NIE-G-78-0116

Note-344p.; Tables may not reproduce well due to broken type; Volumes II and III are only available from the Center; For related documents, see CS 004 711-713

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Classroom Research, *Effective Teaching, *English Instruction, Junior High Schools, *Mathematics Instruction, *Methods Research, Student Evaluation of Teacher Performance, *Teacher Evaluation

This is the first in a series of four reports describing a study of 1,614 junior high school mathematics and English students and 69 of their teachers that was undertaken to discover the effects of different teaching behaviors on cognitive and affective student outcomes. After describing the methodology in some detail, the document presents findings from high-inference measures for cognitive outcomes and includes extensive tables of data. This is followed by a discussion of findings from low-inference measures for cognitive outcomes that also includes tables of data and descriptions of student and teacher behaviors. A discussion of relations of high- and low-inference measures with student behaviors follows. The report includes a discussion of some of the implications of the study, a summary of the methods and procedures used for data collection and reduction, and the more important patterns of the results. (TJ)

ED 173 745 CS 004 711

Evertson, Carolyn M. And Others

Texas Junior High School Study: Final Report of Process-Outcome Relationships; Data Collection Instruments. Appendix A. R&D Report No. 4061.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Contract-OB-NIE-G-78-0116

Note-42p.; Best copy available; For related documents, see CS 004 708 and CS 004 711-713

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Environment, *Classroom Observation Techniques, *Evaluation Methods, Junior High Schools, Student Behavior, *Student Evaluation, Teacher Behavior, *Teacher Evaluation

This is the second in a series of four reports describing a study of 1,614 junior high school mathematics and English students and 69 of their teachers that was undertaken to discover the effects of different teaching behaviors on cognitive and affective student outcomes. This booklet deals with instruments used to collect data and includes classroom observation scales, coders' ratings of teachers' methods and practices, coders' high-inference ratings of target students, instructions for administering the student rating form, instructions for teacher ratings of students, and classroom descriptions (TJ)

ED 173 746 CS 004 712

Texas Junior High School Study: Final Report of Process-Outcome Relationships; Classroom Observation Scales. Appendix B.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Contract-OB-NIE-G-78-0116

Note-59p.; R&D Report No. 4061 (COET No. 78-1); For related documents, see CS 004 708 and CS 004 711-713

Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classroom Observation Techniques, *Classroom Research, Elementary Secondary Education, *Measurement Techniques, *Student Behavior, *Teacher Behavior

This is the third in a series of four reports describing a study of 1,614 junior high school mathematics and English students and 69 of their teachers that was undertaken to discover the effects of different teaching behaviors on cognitive and affective student outcomes. This booklet contains a discussion of different types of direct observation techniques, including their advantages and disadvantages; 12 scales for use in classroom observation, including definitions of the scales' behaviors and some examples; and a discussion of reliability data for the scales, including between-observer agreement and stability estimates. (TJ)

ED 173 747 CS 004 713

Brophy, Jere And Others

Texas Junior High School Study: Final Report of Process-Outcome Relationships; Manual for Low Inference Behavioral Coding System. Appendix C. R&D Report No. 4061.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Contract-OB-NIE-G-78-0116

Note-75p.; For related documents, see CS 004 708 and CS 004 711-713

Pub Type- Tests/Questionnaires (160) - Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classroom Observation Techniques, *Classroom Research, *Data Analysis, *Data Processing, Elementary Secondary Education, Machine Translation, Student Behavior, Teacher Behavior

This is the fourth in a series of four reports describing a study of 1,614 junior high school mathematics and English students and 69 of their teachers that was undertaken to discover the effects of different teaching behaviors on cognitive and affective student outcomes. This booklet is the working manual used for coder training and includes information on the general procedure and organization of coding, coding of academic response opportunities, types of response opportunity, subject matter checklists, student initiated questions and comments, classroom format, peer tutor identification, dyadic teacher-student contacts, student created contacts, teacher afforded contacts, behavior related contacts, student behaviors, and social contacts as well as a sample copy of the coding sheet. (TJ)

ED 173 748 CS 004 738

McGill-Franzen, Anne McDermott, Peter C.
Negotiating a Reading Diagnosis.
Pub Date-78
Note-30p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Discourse Analysis, Elementary Education, *Ethnography, *Interaction Process Analysis, Interpersonal Relationship, *Reading Diagnosis, *Reading Research, *Student Teacher Relationship

The actual process of reading diagnosis and the effects of examiner/student interaction upon the diagnostic outcome were explored in this study. A testing session of approximately 50 minutes, conducted by a university professor to determine the reading problems of a nine-year-old boy, was videotaped. Applying an ethnomethodological model for discourse analysis to utterances generated during the testing event, the investigators were able to explore reading test discourse in terms of speech acts, moves, and exchanges and to compare portions of this discourse of the same testing event across time as well as with discourse generated during classroom lessons. Several categories of evidence for the interactional nature of the testing event emerged from the data. The set-up, the test event, and classroom discourse all differed in interaction patterns. The data supported the notion that the interaction of tester and student is negotiated during the testing event by both participants. Thus, while engaged in this test event the participants created as well as interpreted the context for their own behaviors. (MKM)

ED 173 749 CS 004 755

Kintsch, Walter

On Comprehension.

Pub Date-Apr 79

Note-56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Processes, Comprehension, Decoding (Reading), *Models, *Reading Comprehension, *Reading Processes, *Reading Research

Attempts have been made to develop a model of the process of reading

comprehension as a whole that would indicate under what conditions and for what reasons a long sentence might be more effective than several short ones, when repetition is helpful and when distracting, when content is better left implicit in a text, and how overexplicitness might confuse readers. The model relies primarily on two sets of empirical observations the time it takes people to read texts and what they can later recall, and attempts to accurately predict reading time and recall data. The reader's goals are represented as schemata, and statistically significant correlations have been found between the following six predictor variables of the model and reading difficulty: the number of reinstatements, word frequency, proposition density, inferences, number of processing cycles, and the number of different arguments. Of these factors, reinstatements, inferences, and the number of processing cycles are deemed most important and worthy of future research. (Numerous diagrams are included to illustrate processes defined by the model.) (DF)

ED 173 750 CS 004 800

Kane, Janet H.
Some Text-Level Considerations for a Model of Reading.
Pub Date-78
Note-42p.; Some tables may not reproduce well due to broken type
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Discourse Analysis, *Models, Reading, *Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, *Reading Skills

Models of reading have been proposed to guide researchers and educators in their theoretical research and instructional planning. The models specify important properties of the material to be read and processes the learner uses while reading. Two separate models of reading by K.S. Goodman and D. Rumelhart are similar in that they describe reading as a complex process made up of a large number of skills. The reader uses these skills to accomplish a specific goal: understanding the text. A model of reading expanding these models to text-level variables beyond the boundaries of individual sentences is needed. Discourse analysis considers standard versus scrambled discourse and specifications of the main idea. Four approaches to describing text structure identify relationships among textual units at varying levels of abstraction. A.L. Brown and S.S. Smiley, W. Kintsch, B.J.F. Meyer, and P.W. Thorndyke have complementary approaches to describing text-level variables. Discourse does have a specifiable structure and readers find certain kinds of structures easier to read than others. Although the research in this area is relatively new, there are implications for improved instruction of comprehension based on text structure with emphasis on understanding the main idea of a passage. (MKM)

ED 173 751 CS 004 811

Humes, Ann Cronnell, Bruce

Specifications of Content for Vocabulary Instruction in Alternative Language: Figurative, Affective, and Confusing Language.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.-SWRL-TN-3-77-09
Pub Date-2 Nov 77
Note-98p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Curriculum Development, Curriculum Planning, Elementary Secondary Education, *English Instruction, *Expressive Language, *Figurative Language, Standard Spoken Usage, *Vocabulary Development, Written Language

Vocabulary development includes learning to recognize, comprehend, and produce alternative ways of communicating a word, an image, or a concept. Instruction in such language alternatives can increase the effectiveness of students' communication skills, making their vocabulary usage more appropriate, precise, descriptive, and interesting. Alternative language includes the following forms: figurative language, such as simile, metaphor, analogy, and idiom; affective language, such as connotation, imagery, euphemism, and sexism; and confusing language, such as visually confusing words, homophones, homographs, multiple-meaning words, and words that vary in space and time. Each type of alternative language has its own special factors affecting difficulty levels. (Appendixes include examples of the various types of language discussed.) (DF)

ED 173 752 CS 004 816

Rhode, Mary

Compilation of the Technical Lexicon.

Southwest Regional Laboratory for Educational Research and Development,
Los Alamitos, Calif.
Report No.-SWRL-TN-2-74-19
Pub Date-18 Oct 74
Note-37p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Content Reading, *Dictionaries, Elementary Education,
*Lexicography, *Research Methodology, *Vocabulary, *Word Lists

This paper describes the development of technical word/lists for elementary school children in the subject areas of art, composition, grammar, handwriting, literature, mathematics, music, physical education, reading, science, social science, and spelling. It summarizes how forms of entries were chosen, what the editing procedures were, and how the words were processed for computer. It describes the results

including the number of words in each area, the overlap between subjects, and how discrepancies between reviewers in each subject area were handled. The appendixes include the textbook lists for each subject area, names and qualifications of the reviewers, the instructions for the reviewers, a listing sheet, an example of a textbook outline for the reviewers, a follow-up notice sent to each reviewer, instructions for editing, and record layout forms for input and output data. (TJ)

ED 173 753 CS 004 841

Barriga, Patricio Villacis, Rodrigo

Fotonovela. Technical Note No. 13.

Massachusetts Univ., Amherst. Center for International Education.: Ministerio de Educacion Publica, Quito (Ecuador).

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-76

Note-15p.

Available from-Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($1.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Literacy, Change Agents, *Change Strategies, *Educational Strategies, Foreign Countries, *Instructional Materials, Learning Processes, Literacy, *Nonformal Education, Program Content, *Program Development, Publications, Social Action, Sociocultural Patterns

Identifiers-Ecuador, *Fotonovela

This report contains a description of a program that sought to develop the fotonovela as an instrument for increasing literacy and consciousness awareness in Ecuador. Following a general introduction to the work of the Nonformal Education Project, the creator of this program, the report presents information about the antecedents and characteristics of the fotonovela and about the content of the fotonovelas produced in the program. Discussions of the precautions taken in preparing the fotonovelas, the distribution systems used, and the possible uses of the publications are also included. The report concludes with a summary of what was learned by the developers of the program. (FL)

ED 173 754 CS 004 871

Goodman, Kenneth S. Goodman, Yetta M.

Reading of American Children Whose Language is a Stable Rural Dialect of English or a Language Other Than English. Final Report.

Wayne State Univ., Detroit, Mich.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Contract-NIE-C-00-3-0087

Note-670p.; A number of pages may not reproduce well due to light type

Pub Type- Reports - Research (143)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-Educational Diagnosis, Elementary Secondary Education, *English (Second Language), *Miscue Analysis, *Nonstandard Dialects, Reading Comprehension, *Reading Diagnosis, *Reading Processes, *Reading Research, Story Reading, Student Evaluation

Research conducted to refine and perfect a theory and model of the reading process is presented in this report. Specifically, studies of the reading miscues of 96 students who were either speakers of English as a second language or of stable, rural dialects are detailed. Chapters deal with the following topics: methodology, the reading process, language difference and the reading process, general insights into aspects of reading, examination of four dialect-speaking groups and of four groups speaking English as a second language, process and findings of retelling, and implications of the research for reading curriculum and for instruction of children with diverse language backgrounds. Tabular and graphic presentations of research data are included, along with general criteria for selection of reading material, guide questions to aid story retelling, materials for preparing and evaluating retelling, the retelling score sheet, the short form coding sheet for miscue research, markings for miscue analysis, and a sample worksheet. (DF)

ED 173 755 CS 004 877

Gilroy, Lorraine

Feature Analysis as an Aid in the Recognition of the Alphabet.

Pub Date-1 May 79
Note-13p.; M.A. Thesis, Kean College of New Jersey
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Discrimination Learning, *Learning Processes, *Letters (Alphabet), Preschool Education, *Reading Research, *Written Language
Identifiers-*Feature Analysis

Ten randomly picked children of prekindergarten age participated in a study that focused on whether feature analysis can be used as an aid in the recognition of the alphabet. The five children in the control group were introduced to the letters as a whole, while the five children in the experimental group were introduced to the whole letters but also were made aware of their distinctive characteristics. Care was taken not to present letters with similar distinctive features. The ten-minute instruction sessions took place tri-weekly. Frequent posttesting was employed and the number of trials it took each child to learn a letter was recorded. It was found that the children exposed to letter recognition instruction utilizing feature analysis benefited more than did children who had no distinctive feature training. (Author/TJ)

ED 173 756 CS 004 880

Negrete-Karzag, Elizabeth A.

The Audio-Visual Vocabulary Program (AVVP): An Innovation in Practice.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Instruction, Higher Education, *Individualized Instruction, *Mastery Learning, *Pronunciation, Teaching Techniques, *Vocabulary Development

This paper describes the development at Evergreen Valley College in San Jose, California, of a vocabulary mastery program using a multisensory approach. It includes a detailed outline of the development of the program, the procedures students follow for self-instruction and self-pacing, and the results of the program for the first 12 participants. (TJ)

McLeod, John
The Saskatoon Region Project: Provision of Educational Services in Rural and Sparsely Populated Areas for Children with Special Needs.
Pub Date-May 79
Note-19p.; Transcript of an address delivered to a seminar at the Post-Graduate Medical Institute (Prague, Czechoslovakia, May 5, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, *Exceptional Child Education, Foreign Countries, Higher Education, Program Development, *Special Education Teachers, *Teacher Education, Teacher Qualifications
Identifiers-*Canada

This paper describes a university-developed teacher training program that was based on the idea that the regular neighborhood school should accept greater responsibility for teaching children with special educational needs. Various sections of the paper describe the background and philosophy of the program, which was developed from a model of teacher preparation presented in the Standards for Educators of Exceptional Children in Canada (SEECC) Report; discuss the preparation and competencies of teachers; and present details of research projects conducted in the initial stage, the planning stage, and during the implementation of the program. (FL)

ED 173 758 CS 004 885

Paris, Scott G.

The Development of Constructive Comprehension Skills. Final Report and General Summary.

Michigan Univ., Ann Arbor.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 May 79
Grant-NIE-G-77-0014
Note-91p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Beginning Reading, Cognitive Processes, *Comprehension Development, Elementary Education, Memory, *Reading Comprehension, Reading Diagnosis, Reading Failure, *Reading Instruction, Reading Interests, *Reading Research, Reading Skills, Recall (Psychological), Semantics
Identifiers-Reading Attitudes

The final report and a general summary of a research project that assessed the developmental differences in children's use of constructive reading strategies are presented in this paper. The five chapters of the final report offer descriptions of separate studies conducted in the following areas: children's metacognitive knowledge about reading; the ability of children to monitor, organize, and recall stories; comprehension monitoring in good and poor readers; inferential distance and children's memory for pictorial sequences, and comprehension strategies and repeated recall with good and poor readers. A statement of the major conclusions of the project is included. The general summary contains brief descriptions of the various studies. (FL)

ED 173 759 CS 004 899

Kingston, Albert J.

Pitfalls in the Use of Readability Formulas by Classroom Teachers.

Pub Date-Aug 76
Note-6p.; Paper presented at the Annual Meeting of the World Congress on Reading (6th, Singapore, August 17-19, 1976)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation Methods, *Predictive Measurement, *Readability Formulas, *Reading Comprehension, Reading Instruction

Among the problems of using readability formulas in education are: reporting standardized scores as grade levels is often meaningless since in a single grade classroom there may be children reading two or three grades above or below grade placement; social mobility, busing policies, and changed patterns of living have increased the heterogeneity of classrooms; and such formulas do not measure motivation. In addition, readability formulas tend to measure the number of multisyllabic words, the length of sentences, whether the sentences are complex or simple, and the percentage of familiar and unfamiliar words while paying little attention to the author's style. Such obstacles to understanding as figurative language, short but abstract words, and specialized vocabulary also are not measured by readability formulas. As a general rule, readability formulas are best used to get a general idea concerning the type of person who might be able to read and understand a given article or story but it is dangerous to use them exclusively to match a pupil with a story or book. (TJ)

ED 173 760 CS 004 901

Belcher, Mary S.

The Effect of Black English Dialect Differences on the Reading Achievement of Disadvantaged Black Pupils from Average and Below Average Reading Groups.

Pub Date- 73
Note-11p.; Research prepared at Texas Southern University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Dialects, Black Students, Disadvantaged Youth, *Language Usage, *Language Variation, *Morphology (Languages), *Phonology, Reading Achievement, *Reading Failure, Reading Research

Eighty disadvantaged black third grade students were administered both reading achievement and oral language tests to determine whether the phonology, morphology, and grammar of Black English dialect have more effect on the below-average readers of the group than on those students making satisfactory reading progress. Student scores on the Metropolitan Reading Achievement Test'' were used to divide the sample population into 40 average readers and 40 below-average readers. The Gross Pronunciation Test of Dialect Speech'' and A Measure of Standard English Proficiency'' were used to evaluate the students' Black English phonology-morphology differences and their use of grammatical structures. In general, the pupils from the below-average reading groups received lower mean scores on all variables than did the pupils in the average reading groups. The findings suggest that, in addition to such factors as intelligence, social adjustment, sensory disorders, and environment, Black English dialect may contribute to reading failure of disadvantaged black students. (RL)

ED 173 761 CS 004 902

Gilstad, June Russell

Methodology of Historical Research of Reading Instruction: Principles and Criteria.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, Georgia, April 23-27, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational History, Educational Trends, *Reading Instruction, *Reading Research, *Research Criteria, *Research Methodology

This report surveys the significance and implications of the question of how the knowledge of past reading instruction might engender a better understanding of contemporary practices and help to resolve current problems. The report advocates the necessity of educator/historians and outlines the requirements for their dual training and experience. Among specific methodological criteria proposed for engaging in and evaluating historical research in reading instruction are the following: research question and objective, source, utilization of sources, terminology, the written report, and bibliography. (Author/DF)

ED 173 762 CS 004 903

Rank, Janice

One That Works! An Integrated Program of Basic Skills.

Pub Date-Apr 79

Note-7p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, Community Colleges, Course Content, *English Instruction, *Integrated Curriculum, *Interdisciplinary Approach, Junior College Students, *Mathematics Instruction, Nontraditional Students, *Remedial Programs, *Speech Communication, Study Skills

A program of basic skills instruction combining English, mathematics, and oral communications was initiated in a community college to promote mastery of these skills in students functioning at a level equivalent to less than grade six on an English placement test. A group of 38 students were enrolled in three separate classes in English, oral communications, and mathematics for a total of 20 hours per week for 18 weeks. The classes were actively integrated so that a maximum of transfer occurred both between the classes and between school and daily life activities. This integration was achieved through the application of skills learned in one class to material being taught in the other classes. Preliminary results indicated that an integrated basic skills course was superior to separate, nonintegrated courses in teaching basic skills to low achievers. Of the 32 students completing the first semester, 30 received passing grades and 26 were still enrolled in classes at midterm of the following semester. (Author/DF)

ED 173 763 CS 004 905

Tips, Martha And Others

The Effects of Instruction in Verbal Reasoning Strategies (Analogies) in a College Reading Improvement Course.

Pub Date- 78
Note-11p.; Study prepared at Southern Methodist University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstract Reasoning, Autoinstructional Aids, Higher Education, *Logical Thinking, Reading Comprehension, Reading Improvement, Reading Instruction, *Student Improvement, Study Skills, *Test Wiseness, *Verbal Ability, Vocabulary, Vocabulary Skills
Identifiers-*Analogies, *Analogy Test items

A 64-item analogy test was developed and administered to 55 college students enrolled in a noncredit reading improvement course to assess the effects of an instructional unit in taking analogy tests. The instructional unit was a 35-page self-instructional booklet that described the most common formats of analogy testing, defined eight types of relationships (degree, part/whole, action/object, cause/effect, synonyms, antonym, grammatical, and numerical), presented general rules of thumb'' for practical applications, and provided a review test. The results, though tentative, suggested the following conclusions: college students can improve their analogy test performance as a result of instruction, but such instruction may be no more effective than the practice effects of simply taking repeated analogy tests; instruction does not seem to favor particular types of analogies; items requiring responses in the second position are the easiest, while items requiring responses in the third position are the most difficult; and both vocabulary and reading comprehension are highly correlated with analogy performance. (RL)

ED 173 764 CS 004 907

Reading Disability Prevention for 5 Year Olds.

Portland Public Schools, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-210p.
Available from-ESEA Title 4C, Portland Public Schools, Area 1, 6318 Southwest Corbett Street, Portland, Oregon 97201 ($4.50)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Auditory Discrimination, *Inservice Teacher Education, *Kindergarten, Language Development, Parent Participation, Perceptual Motor Coordination, Prevention, Primary Education, *Reading Failure, *Reading Programs, *Reading Readiness, *Screening Tests, Visual Perception

A program designed to detect and prevent reading disability in kindergarten is outlined in this curriculum guide. A modification of the Santa Clara Inventory of Developmental Tasks is used as the basic screening and diagnostic instrument, and instructions are provided on how to use the instrument for both purposes. Detailed sections on teacher training, implementation, parent involvement, and evaluation of student progress are included. Reading readiness areas covered are language development, visual and auditory perception, concept development, and motor coordination. The appendixes include information on budget, tests and inventories, format for volunteer training sessions, supplemental programs for children continuing at risk, suggested materials and supplies, project-developed prescriptive activities, and suggestions on how to deal with specific learning handicaps. (MKM)

ED 173 765 CS 004 908

Owoc, Paul, Ed.

Reporting on Reading; Inservice Reading Programs, June 1979.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-300-78-0474
Note-9p.
Journal Cit-Reporting on Reading; v5 n4 Entire Issue Jun 1979
Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Inservice Teacher Education, *Reading Programs, *Reading Research, Research Utilization
Identifiers-*Right to Read

Research and practical ideas on inservice reading programs are the subject of this report from the National Right to Read Effort. The report deals with the following topics: producing an effective inservice program, constructive changes, planning, "do-it-yourself" teachers' centers, research on effective inservice education, and resources. (DF)

ED 173 766 CS 004 909

Cullen, Minga Mustard

Auditory Training and Its Effects upon the Auditory Discrimination and Reading Readiness of Kindergarten Children.

Pub Date-May 78

Note-108p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Auditory Discrimination, Kindergarten, Kindergarten Children, Primary Education, *Reading Readiness, Reading Readiness Tests, Reading Research, *Sensory Training

The purpose of this investigation was to evaluate the effects of a systematic auditory training program on the auditory discrimination ability and reading readiness of 55 white, middle/upper middle class kindergarten students. Following pretesting with the Wepman Auditory Discrimination Test,'' The Clymer-Barrett Prereading Battery,'' and the S.R.A. Tests of General Ability, K-2,'' 22 students took 30 quarter-hour auditory training lessons, while the 33 control subjects had 30 quarter-hour story periods. Posttests were performed with using alternate forms of the pretest instruments. No significant difference in the growth of auditory discrimination ability was found between groups, across sex, or for time of training (morning/afternoon). Results also indicated no significant difference in the growth of reading readiness between training and control groups or between the morning and afternoon training groups; however, a significant difference was discovered between males and females, with males making significant gains. These results suggest that no specialized auditory instruction is needed when middle class white children come to school with adequate language backgrounds, average intelligence, and adequate or above average auditory discrimination. (RL)

ED 173 767 CS 004 910

Chapman, L. J.

Some Developments in Textlinguistics: Implications for the Teacher of Reading.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Anglo Scandinavian Course/Conference (1st, Leeds, England, April 9-14, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Connected Discourse, *Discourse Analysis, *Linguistics, Prose, *Reading Comprehension, *Reading Instruction, *Reading Processes

Identifiers-*Text Linguistics

Developments in linguistics, particularly in Europe in the work of T.A. Van Dijk, a broader conception of texts that shows promise for the study of reading. Textlinguistics covers a domain of linguistics studies that are involved with texts. Textlinguists are interested not only in those obvious immediate connecting mechanisms, such as anaphora, that link one statement or proposition to another, but also in the larger elements of organization that make up a text. Until now most attention has been paid to the sentence as a unit of meaning; but for a fuller understanding of the effects of larger units within a unified framework, a variety of linkages and forms must be perceived and processed by the reader. Some of the topics within text grammars are coreferentiality, pronominalization, tense and time reference, local reference, and semantic relations between sentences. The order and sequencing of sentences within a text give coherence, but they only recently have received systematic attention in the domain of textlinguistics. These developments offer insights into the teaching of reading comprehension. (MKM)

ED 173 768 CS 004 911

Harrison, David

Adult Basic Education Materials Evaluation Guide.

Pub Date-79

Note-11p.; Guide prepared at the University of Arizona

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, *Evaluation Criteria, Evaluation Methods, Rating Scales, *Reading Instruction, Reading Materials, *Reading Material Selection, *Reading Programs, *Textbook Evaluation, Textbooks

This guide is intended for use by adult basic education practitioners in the screening of basic reading textbooks prior to their adoption for classroom use. The guide is in the form of a questionnaire and consists of dichotomous-choice questions arranged into three sections that relate to the product design, adult learning, and reading instruction aspects of a textbook. In the first section, the questions are grouped under the headings of format and content and instructional resources. In the second section, the questions are arranged under the headings of motivation, individual differences, principles of instruction, and relevance. In the final section, the questions are organized under the headings of word recognition, word analysis, comprehension, and assessment. A six-point Likert scale is provided for a summary rating of each element and for an overall rating of the textbook. (A discussion of the development of the instrument and of a study conducted to test its reliability is included.) (FL)

ED 173 769 CS 004 914

Empacher, Marjorie, R. P.

A Case Study Using Oral History in the Analysis of Factors Contributing to Illiteracy.

Pub Date- 77

Note-19p.; Research prepared at Boston University

Pub Type- Reports - Research (143) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, *Educational Disadvantagement, Educational Needs, *Educational Problems, Elementary Secondary Education, Emotional Problems, *Failure Factors, *Illiteracy, *Illiterate Adults, Oral History, Psychological Patterns, Reading Difficulty, *Reading Failure, Reading Instruction, Remedial Instruction, Tutoring

An analysis of the problems of an illiterate woman who learned to read as an adult, based on oral history techniques supplemented by information from teachers, family, and friends, is presented in this paper. An account of the woman's life is first presented to show her complete inability to read or write through ten years of schooling, the tutoring methods that finally enabled her to learn to read, her attempts to understand and integrate her life, the problems that led to a mental breakdown, and her subsequent rise to a position of mental health and functional literacy. The woman's life story, as told in her oral history, is then presented to answer a number of questions about her memories of her early reading instruction, her self-concept, and her family's attitudes, as well as about the impact of her illiteracy upon her social life, job possibilities, and attitudes toward her own child. It is concluded that the oral history demonstrates how an intelligent person can be beaten down to accepting a position out of the mainstream of society, as well as showing the psychological impact of reading disability. The paper outlines the causes of the woman's illiteracy as perceptual weakness, lack of educational quality, and the low social position of her family. It concludes that society has a social and moral responsibility to eradicate illiteracy through a concentration on reading treatment and improved teacher education. (GT)

ED 173 770 CS 004 916

Shepherd, David L.

Improving Content Area Performance through Improving Student Study Skills.

Pub Date-Jun 79

Note-9p.; Paper presented at the Annual Meeting of the West Virginia University Reading Center (1st, Morgantown, West Virginia, June 27-29, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Reading, Library Skills, *Reading Skills, *Research Skills, Secondary Education, *Study Skills, *Teaching Methods, Writing Skills

Students should be taught a variety of study skills, so that these skills will develop into habits that free them to think about the information presented in their textbooks. Although the study skills are common to all content areas, their application varies with each specific subject. Perhaps the foremost skill is attacking the assignment, which may be accomplished through the SQ3R formula (survey, question, read, recite, review), a method in which teachers should provide guidance. Next, students need to see the organization of the information. They should be taught about the organization of books, chapters, and chapter sections and about the structure of paragraphs. They also need to be taught and given practice in ways of summarizing and taking notes, and they may need to be taught how to record answers to questions. If students are working on independent assignments, they need specific instruction in locating and synthesizing information, including delineating the problem, noting entry terms to use in locating information, using library skills, reading to get information, and writing and giving the report. Other study skills that are needed are the ability to use graphic aids and to read directions. All these skills must be implemented and practiced in each of the content disciplines. (GT)

ED 173 771 CS 004 920

Mason, George E. Blanchard, Jay S.
Computer Applications in Reading.
International Reading Association, Newark, Del.
Pub Date-79
Note-115p.
Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 936, $3.00 member, $4.50 non-member)
Pub Type- Books (010) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Computer Assisted Instruction, Content Analysis, Educational Technology, *Educational Trends, Elementary Secondary Education, Higher Education, *Program Content, *Program Development, Readability, *Reading Instruction, *Reading Programs, Reading Research

Consituting the first full treatment of computers in reading, this volume focuses on recent developments in computer assisted instruction and its classroom implications. The eight chapters provide information on the following topics: the development of digital computers and of programs for using them for educational purposes, college centers developing computer based reading programs, public school applications of computers to reading instruction, computer assessment of readability and textbook analysis, sources of computer services, recommended uses of computers in the reading program, computers in reading research, and the future of the computer as an aid to reading instruction. Extensive annotated references are provided for each chapter. (FL)

ED 173 772 CS 004 923

Shapiro, Jon E., Ed.
Using Literature & Poetry Affectively.
International Reading Association, Newark, Del.
Pub Date-79
Note-126p.
Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 489, $3.50 member, $5.00 non-member)
Pub Type- Collected Works - General (020) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Affective Behavior, Behavior Patterns, Childrens Literature, Elementary Secondary Education, Literary Discrimination, *Literature, *Poetry, Reading Comprehension, Reading Interests, Reading Skills, *Student Attitudes, *Teaching Techniques

The purpose of this publication is to present methods designed to develop a greater awareness of the affective domain and to examine the way children's literature and poetry is used at school and at home. The 12 articles provide information about the following topics: developing an awareness of attitudes, examining approach-avoidance behaviors in reading, why teenagers do not read, the achievement of literacy through literature, children's reading interests, what constitutes appropriate literature for youth, fanciful literature, reading as an activity and as a theme in children's literature, the use of poetry with children,

poetry and career education, and a strategy for improving teenagers' understanding and appreciation of poetry. (FL)

ED 173 773 CS 004 926

Maker, Janet

Reading in the Content Areas: Suggestions for Inservice Training of Content Area Instructors.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Handicapped, *Content Reading, Higher Education, *Inservice Teacher Education, *Reading Consultants, *Reading Instruction, *Study Skills

Increasing numbers of students now attending college lack the reading and study skills necessary for mastery of content area material. One approach to solving this problem is using learning assistance personnel as consultants to content area instructors. Some specific reading and study techniques that learning assistance instructors can help content area instructors adapt to the requirements of their subjects fall into the categories of choosing textbooks, reading comprehension, PQ4R (preview, question, read, write, recall, and review), vocabulary, taking notes and using them for study, testing, and papers and reports. (Author/TJ)

ED 173 774 CS 004 927

Wiesendanger, Katherine D. Birlem, Ellen D.

Adapting Grouping Patterns to Maximize Reading Achievement within an Elementary School Classroom.

Pub Date- 78

Note-12p.; Survey prepared at Alfred University

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Grouping Procedures, *Group Instruction, Primary Education, *Reading Achievement, *Reading Instruction, *Reading Research, *Student Grouping

Identifiers-*Basal Reading

The results of a survey of 225 primary school teachers indicate that a high proportion of children in the primary grades are in classrooms that use the basal reader approach. In addition, it is apparent that the vast majority are assigned to either a high, medium, or low group. Once this assignment is made, it becomes difficult for a child to be reevaluated and placed in a different group. Further indications are that few teachers allocate time on a regular basis to regroup children according to immediate needs. Variations in the basic three-group concept are valuable because the more immediate needs of the students are met, children who would not benefit from work in a particular competency are not forced to waste time in a group which is not valuable, and by keeping some groupings flexible teachers are allowed to be more creative and innovative and do not have to stick to rigid guidelines. Possible variations include forming grups related to specific skills, special interests, main idea comprehension, sequence comprehension, vocabulary development, and supporting details comprehension. (TJ)

ED 173 775 CS 004 942

Hunter, Carman St. John Harman, David

Adult Illiteracy in the United States: A Report to the Ford Foundation.

Pub Date-79

Note-206p.

Available from-McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($10.95 cloth)

Pub Type- Reports - Research (143) - Books (010)

Document Not Available from EDRS.

Descriptors-Adult Basic Education, *Adult Literacy, Adult Programs, Cultural Disadvantagement, *Disadvantaged Groups, Economic Disadvantagement, *Educational Needs, Educational Policy, *Illiterate Adults, *Literacy Education, *Needs Assessment, Program Content, Program Development, Program Evaluation, Public Policy

The result of a study on adult literacy undertaken by World Education, this book places the educational problem of adult literacy into the larger context of a changing society and offers a fresh perspective and a new way of thinking about the phenomenon. After defining functional literacy as the possession of skills perceived by particular persons as necessary to fulfill their own objectives, the book presents data on which and how many adults need help and characterizes these adults in ways designed to foster a deeper understanding of them. It next explores a wide range of efforts, both formal and informal, that have been undertaken to advance literacy and briefly discusses their effectiveness. Concentrating on the educational needs of the most disadvantaged poor, it recommends a national educational policy that would seek out and give support to community-based initiatives. The book concludes with a call for a long-range strategy that would not only involve programs for victims of social ills but that would enable national leaders and citizens at every level to address questions of social direction. Appendixes contain a summary of the recommendations and an extensive annotated bibliography. (FL)

ED 173 776 CS 004 944

Manning, Maryann Murphy Manning, Gary L.
Reading Instruction in the Middle School (A Whole School Approach).
National Education Association, Washington, D.C.
Pub Date-79

Note-89p.
Available from-National Education Association, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1707-2-00, $4.50)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Content Reading, *Integrated Curriculum, *Middle Schools, Program Development, Program Evaluation, Reading Failure, Reading Improvement, *Reading Instruction, Reading Level, *Reading Programs, Recreational Reading, Remedial Reading, Secondary Education, Teaching Techniques

The eight chapters in this book are designed to present a rationale for a developmental reading program in the middle school and to provide middle school teachers with concrete suggestions for teaching reading. The first two chapters present an overview of middle school philosophy and the rationale for providing reading instruction at that level. The third and fourth chapters provide practical suggestions for the development of reading activities for students at different ability levels. Chapters five and six examine the various content areas of the middle school curriculum and suggest how teachers of these subjects can stress reading improvement. Chapter seven offers ways to increase recreational reading among students, and chapter eight discusses ways to evaluate reading programs. (FL)

ED 173 777 CS 004 949

Successful Ventures in Contemporary Education in Oklahoma, 1976. Volume XI.

Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
Pub Date-76
Note-106p.; A number of pages may not reproduce well due to light type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Innovation, Elementary Secondary Education, *Instructional Innovation, *Reading Instruction, *Remedial Reading, *Teaching Techniques
Identifiers-*Oklahoma

The purpose of this publication is to foster increased interest about innovations in the public schools in Oklahoma and to review some of the most interesting and meaningful innovations in the classroom and significant innovations in the teaching and learning process. Each of the 59 articles includes an introductory section that briefly explains how the program being described came into being, a section that describes in some detail how the program was implemented, and a final section that provides some evaluation of the program. The articles are organized under four headings: successful ventures in elementary developmental and remedial reading, successful ventures in secondary developmental and remedial reading, successful ventures in elementary and secondary reading, and miscellaneous successful ventures in elementary and secondary education. (TJ)

ED 173 778 CS 204 382

Schwartz, Thomas A.

The Burger Court in Factorial Space.

Pub Date-Aug 78
Note-67p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitudes, *Civil Liberties, Factor Analysis, *Freedom of Speech, Information Theory, *Mass Media, *News Media, *Supreme Court Litigation

The attitudes of Supreme Court justices toward freedom of the press and ways in which their voting patterns affect the press were investigated in a study involving an examination of 235 nonunanimous decisions (G-cases), 199 nonunanimous civil liberties cases (C-cases), and 23 nonunanimous freedom of the press cases (P-cases) decided by the Burger court between the start of the 1969 term and midway through the 1973 term. Units of measurement included the ten justices, the ideological outcomes of the C-cases and G-cases, the press-favorable outcomes of the P-cases, and the votes of the justices. Each justice was compared with every other justice on the number of times they agreed with each other; they were then ranked on the basis of the degree of their correlation with the factor accounting for the most variance. Results showed that in each of the samples, the justices tended to vote in blocs. The blocs in G- and C-cases seemed to represent liberalism, conservatism, independence, and neutralism. The P-case blocs seemed to represent favorable views, unfavorable views, absolutism, and independence. Since the findings indicate that justices do vote in blocs in First Amendment cases, mass communication law researchers can now have more confidence in describing the attributes of the blocs and in explaining First Amendment freedoms. (FL)

ED 173 779 CS 204 701

Caldwell, Robert L.
Values Clarification: A Case of Doublespeak.
Pub Date-Nov 78
Note-20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conceptual Schemes, *Ethical Instruction, Ethics, Higher Education, *Moral Values, Perception, Personal Values, Secondary Education, *Values
Identifiers-*Doublespeak, *Values Clarification

The major premise of this paper is that the values clarification approach to moral issues is a form of doublespeak based on flawed thinking. Following an examination of examples of doublespeak, the paper discusses the concept of subjectivity in Teaching As a Subversive Activity,'' by N. Postman and C. Weingartner, arguing that their claim that all judgments are subjective'' is conceptually confused. It then analyzes the writings of proponents of the values clarification approach to show that the approach is based on the thesis of moral subjectivity that there are no right or wrong answers; that whatever people want is right for them but that in practice the moral intuitions of these proponents propel them in a different, conflicting direction. It also argues that the values clarification method appears to be a way of avoiding moral issues rather than of tackling them, notes that the refusal to accept moral language on its own terms is characteristic of much contemporary writing aimed at teachers, and points to inconsistencies in such writings that suggest serious flaws in the theories that generate them. It concludes that subjectivism is unacceptable and incoherent and that the main problem with the values clarification approach is not that it makes a number of moral mistakes but that it lacks a mastery of the conceptual structure of the language in which such mistakes are possible. (GT)

ED 173 780 CS 204 720

Clifford, John

Developing Literary Understanding: A Transactional Approach.

Pub Date-Dec 78
Note-17p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York, New York, December 27-30, 1978)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Higher Education, Learning Activities, *Literary Analysis, *Literary Criticism, *Literature Appreciation, *Teaching Techniques
Identifiers-Composition Process, *Free Writing, *Transactional Criticism

One way to help students develop literary analytical skills is to combine literary transactional theory with focused free-writing activity. By adapting and using Louise Rosenblatt's transactional theory, literature teachers show students the stages by which the literary experience of a creative work is recreated by the student and incorporated within the student's own life experience. These stages include engagement or initial involvement with the work, perception, interpretation, and evaluation. The activity that seems to help students bring out their responses at each stage is focused free writing before, during, and after their reading of the literary work. This writing helps students create a more explicit, ordered context for their encounters with unfamiliar literature, and it usually places the primary emphasis on the active transaction between text and reader instead of on either text or reader. The repetition of the full critical sequence and all the writing activities need not be completed with every text that students examine; but repetitions of the four stages periodically in beginning literature courses can help inexperienced readers internalize the analytical process so that eventually these students replace such pedagogical scaffolding'' with more natural, intuitive literary responses. (RL)

ED 173 781 CS 204 891

Odell, Lee

Redefining "Mature Writing."

Pub Date-May 79
Note-26p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), *Evaluation Criteria, Expository Writing, Higher Education, *Persuasive Discourse, Secondary Education, Social Maturity, *Writing Skills, Written Language

Although certain features have been identified as most indicative of syntactic maturity," these only partially answer the question, "What is mature writing?" Mature thought on the part of the author is reflected in writing in the following ways: recognizing that the audience is different from himself or herself; providing an appropriate context for his or her statements; basing his or her arguments on values the audience is likely to share; trying to anticipate and respond to objections or questions the audience is likely to have; recognizing the legitimacy as well as the limitations of other points of view on a given subject; acknowledging, where appropriate, the limitations of his or her own point of view; indicating what the viewpoint cannot explain; taking note of apparently contradictory evidence; and recognizing the complexity of the subject at hand by attending to more than one feature of an experience. Suggestions for evaluating writing include the following: conclusions from single pieces of writing must be made with care; nonegocentric writing must not be equated with impersonal, bland prose; recognizing egocentrism in writing is not straightforwardly simple; and definitions of mature writing may vary with the type of writing one is doing. (DF)

ED 173 782 CS 204 892

Palmgreen, Philip

Mass Media Use and Political Knowledge. Journalism Monographs Number Sixty-One.

Association for Education in Journalism.

Pub Date-May 79
Note-43p.; Figures may not reproduce well due to small type
Available from-AEJ Publications Manager, School of Journalism, University of Minnesota, Minneapolis, Minnesota 55455 ($2.50)
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Broadcast Industry, Communication (Thought Transfer), Information Dissemination, *Learning Processes, *Mass Media, *Media Research, Models, *News Media, Newspapers, *Political Attitudes, Political Influences, *Public Opinion, Television

A study was conducted to test identical models of the political learning process with data concerning national and local issues. These models hypothesized ways in which political learning from mass media is affected by such factors as strength of information flow, political system level, individual media exposure, interpersonal discussion, membership in political groups, and education. Personal interviews were conducted with 373 voting-age subjects in which each respondent was asked to nominate a personally important political problem. Each subject was also characterized by the above factors. Content analysis of mass media coverage of nominated problems at the national and local levels was conducted during the two weeks before the interviewing. This analysis was used to divide both the local and national issue-focused samples into high- and low-coverage treatment groups. Results indicated that the processes that govern political learning differ greatly according to both the political system level and the level of mass media coverage. In the high coverage/national issues treatment, only education among the model's background variables retained a significant association with information holding. In the low coverage/national issues treatment, the previous patterns did not carry over; indicators of recent exposure to information and other indicators of generalized interest failed to show evidence of direct effects on information holding. In the high coverage/local issues treatment, interpersonal discussion emerged as the primary source of information holding. In the low coverage/local issues treatment, the model was less successful in explaining variation in information holding than it was for the other three treatments. (DF)

ED 173 783 CS 204 893

Korek, Andrew

Measuring and Evaluating Syntactic Maturity: Some Questions of Methodology.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Evaluation Methods, *Individual Development, *Measurement, Research Methodology, Sentence Combining, Student Development, *Verbal Ability

Identifiers-*Syntactic Maturity

Both as a method of measurement and as a theoretical hypothesis, syntactic maturity (SM) has profoundly affected thinking about verbal growth and ways to enhance that growth. On the positive side, SM is easy to use, requiring no elaborate training in grammar or statistics, and it is quantifiable providing an objective numerical index of significant structural characteristics. It is an explicit model for measuring growth in writing ability, correlating both to sentence combining and to general improvement in writing ability, and thus it has imposed on writing research a welcome added discipline, control, and degree of accountability. Syntactic maturity nonetheless creates some bothersome issues of methodology, such as how to obtain valid figures and how to interpret those figures. Examples of these difficulties include the inconsistencies in dealing with the extraneous, leftover material in sentences (garbles, fragments, ellipses, speaker tags, and the like), and the danger of reading too much into numbers, thus making the objectively measurable SM growth an end in itself. All of these issues, both the advantages and disadvantages, are generating pressure on writing researchers to collect more data and to make their results suitable for comparison. (RL)

ED 173 784 CS 204 901

Rose, Mike

Teaching University Discourse: A Theoretical Framework and a Curriculum.

Pub Date-May 79
Note-23p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), Descriptive Writing, *English Curriculum, *Expository Writing, *Higher Education, Technical Writing, Writing Exercises

An examination of the written products and writing situations of a university reveals that virtually all of these writing tasks call for exposition, which further breaks down into the five components of seriation, classification, synthesis, compare/contrast, and analysis. These five components of expositional discourse form a set of investigative/communicative tools for use in all disciplines, each of which has its own way to systematically examine phenomena, evaluate evidence, and present results. Since undergraduates are required to write in certain forms, the freshman composition course must bridge faculty expectations and student skill. Composition curricula need to reflect a careful sequence, taking full advantage of the human affinity for the sequential and hierarchical, while introducing students to the various styles of academic prose. (An outline for a ten-week freshman writing curriculum is included, describing sessions on the following aspects of university writing: sensitivity to audiences, formal and stylistic conventions in academic exposition, and each of the five components.) (DF)

ED 173 785 CS 204 916

Morris, Sarah M.

Individualizing the Teaching of Writing.

Pub Date-Feb 79

Note-13p.; Paper presented at the Colorado Language Arts Society/National Council of Teachers of English Regional Conference (Colorado Springs, Colorado, February 23-25, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, Higher Education, *Peer Evaluation, *Small Group Instruction, Teaching Techniques, *Writing Skills

An approach to teaching composition that involves small groups not only helps students to improve their writing skills but also teaches them to enjoy the process of learning. The approach calls for meetings with the entire class at the beginning of the semester so that students can become familiar with materials to be used in evaluating their writing. After two weeks, the students sign up for small groups and the class meets as a whole only occasionally thereafter. For the rest of the semester, the groups meet and discuss each member's rough drafts while the teacher helps the discussion as necessary and marks the original paper. Students are encouraged to write by preparing an outline, by getting the facts firmly in mind, by writing as rapidly as possible, and by concentrating on content rather than mechanics. Papers are short four hundred or five hundred word so that a student may go through the entire writing process each week. Such an approach motivates students and creates a sense of fun and worth. (TJ)

Delisle, Robert G. McNamee, Abigail S. Woods

Children's Perceptions of Death: A Look at the Appropriateness of Selected Picture Books.

Pub Date- 77

Note-20p.; Study prepared at Herbert H. Lehman College; For related documents, see CS 204 919-921

Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bibliotherapy, *Child Development, Childhood Attitudes, *Childrens Books, *Childrens Literature, *Death, *Developmental Stages, Evaluation, Perception, Perceptual Development, Reading Material Selection

Since it is unavoidable that children will experience the death of people and animals through media, literature, and real-life situations, they will need adult help when trying to understand what death is and how it affects them. Researchers generally agree that a child's perception of death is developmental, closely associated to either age or levels of cognitive functioning. An examination of six children's picture books shows that the suggested age levels for these books does not always correspond to the appropriate level of perception the child has reached in dealing with the concept of death. To be useful to a child attempting to understand death, the adult must consider how the child tends to perceive death at different developmental levels, which picture books present a concept of death that approximates the child's current level of perception, and how to prepare children for subsequent levels of perception. (RL)

ED 173 787 CS 204 920

Woods, Abigail S. Delisle, Robert G.

Helping Children Cope with Death.

Pub Date-77

Note-6p.; Study prepared at Herbert H. Lehman College; For related documents, see CS 204 919-921

Pub Type- Guides - General (050) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Agents, *Child Development, Childhood Interests, Childhood Needs, *Children, *Death, *Emotional Adjustment

A child's experience with death is really made up of three components: the direct or indirect exposure to a death, the child's perceptions and reactions toward death, and the intervention of a mediating agent (relative, friend, teacher, counselor, the author of a book or poem, or the creator of a movie or television program). The helpfulness or harmfulness of the death experience to the child's emotional and intellectual development depends largely on the intervention of the mediating agent. A series of steps for helping children cope with death when their behavior is dominated by either intellectual or emotional needs includes the following: recognize the cues that indicate the child's needs; state or restate the situation; share feelings; give information that might help the child feel more secure; propose experiences that might contribute to the child's emotional or intellectual resources; and always close a conversation with the possibility that it may continue at some other time. With these steps, a mediating agent can build the intellectual, emotional, and social resources that help the child grow toward independence and strength rather than toward dependence and helplessness. (RL)

ED 173 788 CS 204 921

Delisle, Robert G. Woods, Abigail S.

Children and Death: Coping Models in Literature.

Pub Date- 77
Note-18p ; Study prepared at Herbert H. Lehman College; For related documents, see CS 204 919-921
Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliotherapy, *Child Development, Childhood Attitudes, Childhood Needs, Children, *Childrens Books, *Childrens Literature, *Death, Evaluation, Evaluation Criteria, Reading Materials, *Reading Material Selection

Bibliotherapy is a powerful tool for helping children cope with direct and indirect death experiences. Through the process of bibliotherapy, readers may identify with others whose experiences are similar, feel emotional release as a result of this identification, and gain insights into their own experiences. For this process to be helpful, it is crucial that any book selected to facilitate the process be carefully evaluated to determine whether its content will contribute to children's immediate intellectual, emotional, and social needs, thereby helping children develop independence and strength when coping with death experiences. (Five books are analyzed in terms of the presented criteria.) (RL)

ED 173 789 CS 204 923

Meade, Richard A.

The Language Curriculum: Past, Present, and Future.

Pub Date-Mar 79

Note-13p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, *Educational History, Educational Practice, Elementary Secondary Education, English Curriculum, *English Instruction, *Grammar, *Language Instruction, Linguistics, *Traditional Grammar

In tracing the development of language curriculum in public schools, one discovers that prior to the twentieth century grammar was the center of linguistic attention. Around the beginning of the century, psychologists and others were doing research on the supposed efficacious results of such study and were finding that such supposed results were greatly exaggerated. Nevertheless, the great majority of English teachers continued to argue that formal grammar study should remain in the curriculum. In actual practice, however, teachers began teaching only that grammar considered to be functional, although little agreement existed as to what that was. The functional movement sought to reveal the usefulness of grammar and emphasized drill work to eliminate errors. Through the 1930s it was assumed that all pupils should receive instruction in grammar. Since then, research has shown that pupils of lower ability and perhaps even of average ability may not be able to learn grammar. In spite of this, many schools continue to ignore research results and to teach formal grammar to all students. Since the 1930s, language teaching has slowly taken into account the concepts of varieties of usages, appropriateness as opposed to correctness, and dialect differences. More frequently, matters such as language change, dialects, and language play are replacing more formal studies of grammar. (TJ)

ED 173 790 CS 204 924

Booth, Wayne C.

Critical Understanding: The Powers and Limits of Pluralism.

Pub Date-7 Aug 79
Note-408p.
Available from-The University of Chicago Press, 5801 South Ellis Avenue, Chicago, Illinois 60637 ($20.00 cloth)
Pub Type- Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Intellectual History, Literary Analysis, *Literary Criticism, Literary History, Philosophy, *Rhetorical Criticism, Written Language

The problems created by the competing claims of various schools of criticism for a unified view of meaning are examined in this book. Chapters deal with the following topics: the problem of the plurality of modes, Ronald Crane and the pluralism of discrete modes, Kenneth Burke's multiplication of perspectives, history as criticism and the plurality of histories in M. H. Abrams, the pursuit of understanding as a limit of pluralism, the reader and alien modes, and our many different businesses with art. An appendix contains a Hippocratic oath for the pluralist. (DF)

ED 173 791 CS 204 926

Whitney, D. Charles

The Sources of Radio News.

Pub Date-Aug 79

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Broadcast Industry, Communication (Thought Transfer), Content Analysis, Information Dissemination, *Information Sources, *Journalism, Media Research, *News Media, *News Reporting, *Programing (Broadcast), *Radio

To examine the production of programing material in a radio newsroom, a study was undertaken of the sources presented to the newsroom, of sources within the sources, of sources actively sought by the news staff, of degrees of processing of news items, and of the sources comprising the news output. Information in each of these areas was collected at a leading midwestern radio station through one week of informal observation in the newsroom and a two-week case study, employing content analysis, direct observation, and semistructured interviews. A total of 646 sources of news were identified for the period. Results were as follows: the largest source of incoming news was that of the wire services; the other major news source was incoming telephone calls from public and corporate officials and labor spokesmen; public officials dominated the sources of incoming wire copy; the two sources accounting for most of the initial sources of newscast items were wire services and previously prepared newscast items; the news operation was more "reactive" than "active," relying heavily on previously prepared stories, initial sources, and wire services; and, in general, variability was not characteristic of the news sources used by this station. (DF)

ED 173 792 CS 204 927

Logan, Robert A.

Secularization and Popularization.

Pub Date-Aug 78

Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Information Dissemination, Interprofessional Relationship, *Journalism, News Media, *News Reporting, Objectives, Scientific Attitudes, *Scientists, *Technical Writing

Scientists and science writers are often thought to be at odds about the goals and strategies of communicating scientific information to the public. However, a value judgment underlies the ``raison d' etre'' for scientific communications and links the diffusion of information about science with an ensuing public trust for science. Scientists and science reporters believe, for example, that accurate and comprehensive science reporting increases the public's knowledge about science and also creates a higher public trust for science. Furthermore, an increase in public knowledge and public trust is desirable to many scientists and science writers because it generates more popular support for their field. In turn, this support assures the continued growth of science. It is the nature and viability of this shared value judgment that is the central issue in science communications, rather than the differences between scientists and science writers. Moreover, recent evidence reveals a conceptual weakness in this value judgment, which indicates that current strategies may not be fulfilling their self-stated purposes but rather contributing to a public distrust of science. New strategies in science reporting are needed to accomplish the goals of scientists and science writers. (Author/DF)

ED 173 793 CS 204 932

Moore, Roy L. Moschis, George P.

The Role of Advertising in Adolescent Consumer Learning.

Pub Date-Aug 79
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 6-9, 1979); Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Behavior Patterns, *Cognitive Development, *Consumer Economics, Consumer Education, *Consumer Science, *Family Influence, Mass Media, *Peer Influence, *Skill Development, Social Factors, Socialization
Identifiers-*Advertising

A total of 734 sixth through twelfth grade students completed two questionnaires in a study that focused on the development of consumer skills, the sources of consumer skill acquisition, the effects of cognitive development and social factors on the socialization processes, and the effects of levels of competency on various consumer skills. A four-month period separated the administration of the two questionnaires, providing opportunities for considerable interaction of the students with such socializing agents as parents, peers, television, and siblings. The results showed that family interaction appeared to influence the development of various consumer skills via different learning mechanisms, while media and peers seemed to influence the development of "expressive" aspects of consumption. In addition, the adolescents' cognitive development, indexed by age, predicted the development of most consumer skills examined. Finally, the findings showed that social structural variables may directly or indirectly affect learning. (FL)

ED 173 794 CS 204 933

Veal, L. Ramon

Evaluation in English Teacher Preparation: Something or Nothing?

Pub Date-Mar 79
Note-7p.; Paper presented at the combined Annual Meeting of the Conference on English Education and Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, *Effective Teaching, *English Education, Evaluation Criteria, Higher Education, Research Criteria, Research Needs, *Research Problems, *Teacher Behavior, *Teacher Education, *Teacher Evaluation

The role played by evaluation is important in models or designs for research in English teacher preparation. English educators must rely on general studies of teacher effectiveness for what little is known about evaluating teachers and for designs or models of research on English teacher preparation. Whatever the classification scheme of the teacher effectiveness variables, the aim and chief difficulty in evaluating teacher preparation programs lies in isolating and controlling a small enough number of factors to determine effects among them. A more open'' interpretation of results than has been offered would look beyond statistics, indicating a need for reinterpretation and for new studies specifically applying to English. New categories around which to classify and organize studies include the following: the teacher's formative experiences as manifest in teaching behaviors, teaching performance as manifest in teaching behaviors, teacher effects on student achievement, conditions existing within the learning environment, and immediate and long range effects of teacher behaviors on learners. (DF)

ED 173 795 - CS 204 934

Faigley, Lester

Maturity, Complexity, and Growth in College Writing.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Applied Linguistics, *Cognitive Processes, Communication (Thought Transfer), *Composition (Literary), Discourse Analysis, Expository Writing, Higher Education, Language Usage, Semantics, *Student Development, *Student Improvement, *Syntax

Much recent research into college writing has focused on syntactic measurements. Significant problems inherent in such use of these indices arise for their validity at and beyond the college level and center on the terms maturity,'' complexity,'' and growth.'' Maturity'' has not been satisfactorily defined, nor has the level of competence been specified at which college students can reasonably be expected to perform. Psycholinguists are replacing complexity'' in the understanding of the process of discourse comprehension by an interest in the meaning, function, and content of texts, and research in discourse production is following suit. Regarding growth,'' although writers do use increasing numbers of transformations as they become more proficient in composition, many more semantic propositions underlie the sentences as well; skilled adults also depend on several transformations seldom found in children's prose. It is probable that the preoccupation with syntactic growth has led to a general misunderstanding of syntactic approaches to composition. (DF)

ED 173 796 CS 204 937

Kucer, S. B.

A Tentative Model of Discourse Production.

Pub Date-Mar 79

Note-9p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, Connecticut, March 23-25, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Applied Linguistics, *Cognitive Processes, *Composition (Literary), *Discourse Analysis, Language Skills, *Models, Written Language

One model of discourse production attempts to explicate deeper-level decisions that writers make, to explain why some writing activities may be more successful than others, and to indicate likely profitable modes of instruction. The model views discourse production as a series of three interactive decision levels in which (1) predicting/perceiving, (2) ideating/confirming; and (3) presenting/confirming strategies reduce the semantic knowledge to be presented and encode it into a surface-level linguistic representation. Each decision level produces a pretext structure (message base, text base) that is successively more textually and semantically organized than the previous one, and on which the next decision can operate. While all strategies are used and judged in terms of previously made decisions on other levels, implying a sequence of production, the process is interactive in nature and it is possible that all or various levels might be active simultaneously. (DF)

ED 173 797 CS 204 941

Brodkey, Linda Young, Rodney W.

A Sensible, Interesting, Organized, Rhetorical Procedure for the Grading of Student Essays.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), English Instruction, *Evaluation Criteria, *Grading, Higher Education, Persuasive Discourse, Statistical Analysis, *Student Evaluation, Teacher Attitudes

A study was conducted to test the reliability of a college English teacher's criteria for grading papers of argumentative prose. Information was sought regarding the relation of marginal and end-of-paper comments to the grade itself, as well as of the ability of multiple regression analysis to express the relationship of the individual and collective contributions of the variables to the grades. A group of 36 previously graded student essays were analyzed for grading variables; 14 such variables emerged. The papers were reevaluated on relative performance for each variable. The four variables found to account significantly for the grade were those concerned with interest in topic, scope, organization, and rhetoric. (DF)

ED 173 798 CS 204 942

Garber, Herbert
Project Evaluation of English Composition Methods.
Pub Date-Sep 76
Note-11p.; Research prepared at State University of New York, College at Oswego
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), *Course Evaluation, Higher Education, *Instructional Design, *Large Group Instruction, *Multimedia Instruction, *Small Group Instruction, Teaching Methods, Writing Skills

Thirty college students two sets from each of two freshman writing courses wrote a total of 120 essays on four assigned topics in a study to measure the effectiveness of large group instruction augmented by multimedia presentations as compared to small group instruction with traditional media presentations. Sixty of the essays were read by four English department professors and rated as excellent, good, fair, or poor. An analysis of the ratings revealed the following: students do improve their expository writing skills in a writing course, the multimedia approach is particularly effective with male freshmen, and the process of judging the merit of undergraduate writing in a dependable, objective manner is extremely difficult and is possibly complicated by assigning topics that may be unfamiliar to some of the writers. An appendix contains a list of the assigned topics. (FL)

ED 173 799 CS 204 943

Mills, Joshua E.

Two Pioneers of Contemporary Radio.

Pub Date-Aug 79
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Broadcast Industry, Change Strategies, Innovation, Leadership, *Popular Culture, *Programing (Broadcast), *Radio, United States History
Identifiers-*McLendon (Gordon), *Storz (Todd)

In the years following the commercial success of television, leadership of the radio industry passed from the radio networks to the owners of independent local stations. While the networks seemed to stand crippled and paralyzed by television's impact, local stations experimented in programing, promotion, and news coverage. The foremost innovators in this area were Gordon McLendon of Texas and Todd Storz of Nebraska. Most of the now-familiar formats including all-news, top 40,'' and beautiful music'' were introduced by either McLendon or Storz. Their stations also pioneered in aggressive radio promotion, such as cash giveaways, and in ambitious local news coverage. However, while the techniques of McLendon and Storz were widely copied in the Midwest and the South, their influence was slow to reach the major markets of the East Coast. Despite their seminal role in modern radio, McLendon and Storz have received little recognition in the leading broadcast histories. (Author/FL)

ED 173 800 CS 204 944

Netteburg, Kermit
Cross-Ownership: Non-Editorial Questions.
Pub Date-Aug 79
Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Commercial Television, Federal Regulation, *Media Research, *News Media, Newspapers, *Television
Identifiers-*Crossownership

In a study of the effect of crossownerships of newspapers and television stations on citizen access to mass media for the discussion of public issues, information was analyzed about television circulation, advertising costs, and market sizes for 208 crossownership market areas. Results were as follows: crossownerships are all located in the larger market areas and are predominately in the Eastern region of the United States, crossownerships own a disproportionately large number of VHF stations and of network affiliations, more than half of the crossownerships are top-ranked stations in their markets, and the dominance of the crossownership stations is not matched by excessive rates for advertising for commercial or debate purposes. The findings did not support the idea of forced divestiture. (DF)

ED 173 801 CS 204 945

Collins, Carmen

The Effect of Expressive Writing upon College Freshmen's Cognitive and Affective Development.

Pub Date- 78

Note-31p.; Research prepared at Rutgers, The State University of New Jersey

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Composition (Literary), Higher Education, Low Achievers, *Reading Comprehension, *Reading Instruction, Reading Skills, *Self Esteem, *Self Expression, Student Attitudes, Writing Exercises, Writing Skills

A total of 69 college freshmen, all on academic probation, were involved in an examination of the effects of expressive writing practice upon students' reading, self-esteem, attitudes toward instruction, and academic achievement. An experimental group consisting of 35 students followed a writing/reading curriculum, while a control group of 34 students followed the reading curriculum only. Both groups used the same three textbooks, each of which stressed reading techniques such as exploring, vocabulary development, analyzing, and synthesizing for comprehension. Students in both groups were administered standardized reading tests. Six instruments were used to assess self-esteem and three to assess attitudes toward instruction. Grade point averages were used to measure academic achievement. The results suggested that expressive writing practice may have a positive effect upon reading comprehension. An examination of the data assessing self-esteem and attitudes suggests that expressive writing practice may have a greater effect upon attitudes than upon self-esteem. There were no significant differences in grade point averages between the groups, suggesting that reading instruction on the college level has no short term effects upon academic achievement. (FL)

ED 173 802 CS 204 946

Best, Nancy Dougherty

Teaching English Vocabulary in Secondary Content-Area Classes.

Pub Date- 78

Note-18p.; Research prepared at Pennsylvania State University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Language Development, Language Instruction, *Non English Speaking, Secondary Education, Teaching Techniques, *Vocabulary Development

Content-specific vocabulary instruction was used in four seventh and eighth grade social studies and science classes as a method for improving the English language ability of non-native English speakers. A total of 52 monolingual English-speaking non-Hispanic students, 7 monolingual English-speaking Hispanic students, 6 Spanish-listening Hispanic students, and 7 Spanish-speaking Hispanic students participated in the project. The instruction consisted of brief English/Spanish vocabulary drills at the beginning and at the end of each class session. The students were administered the Spanish Written Vocabulary Test, Forms A and B, and the English Multiple-Choice Content Test, Forms A and B. The findings showed that, of the four groups, English/Spanish vocabulary instruction in content-area classes was most effective in increasing the English/Spanish vocabulary of those students who had some functional use of English. The Spanish-speaking Hispanic group also scored most poorly on the English-content tests. (FL)

ED 173 803 CS 204 948

White, Marybeth

Free Educational Materials: Too Much to Pay?

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Critical Thinking, *Evaluation, Evaluation Needs, *Instructional Materials, Persuasive Discourse, *Propaganda, *Reading Materials, *Reading Material Selection, Textbook Evaluation, Textbook Selection

Identifiers-Advertising

Teachers of all subjects at all levels are constantly searching for helpful new materials, and many corporations and special interest organizations have responded by preparing and distributing free or low-cost materials for ``educational'' purposes. However, a teacher should preview such materials carefully before using them to determine whether they might be propaganda for the corporation or organization. For example, a pamphlet produced by the American Advertising Federation, entitled ``Questions and Answers about Advertising,'' purports to answer 20 frequently asked questions about advertising. The booklet contains many misleading statements and much incomplete information, and is a veritable handbook of logical fallacies. While such educational materials may be a true bargain if used advisedly, if accepted without question they are far too ``expensive'' to use. (DF)

ED 173 804 CS 204 949

Williams, Thomas E. Morgan, Hugh

Franklin Delano Roosevelt's Successful Selling of the Destroyer Deal.

Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), European History, Federal Government, Information Dissemination, *Journalism, Modern History, *News Media, *News Reporting, *Propaganda, *Public Relations, *United States History
Identifiers-*Roosevent (Franklin D)

One of the most evident examples of President Franklin D. Roosevelt's mastery of the press and his manipulation of public opinion was the 1940 arrangement of the transfer of 50 United States naval destroyers to Great Britain while that nation was at war with Germany and Italy and while noninterventionist sentiment was quite strong in the United States. Factors important in Roosevelt's success include his overemphasis of the importance of British bases and his defense plans with Canada, his instigation of public discussion of the plan without his name attached, and his neutralization of the deal as a political issue by keeping his Republican opponent semiinformed through an intermediary. Although Roosevelt's relations with press columnists were antagonistic, he was friendly with and trusted by the Washington press corps. The key to the public relations aspect of the deal was keeping the destroyer issue separate from the bases issue so the merits of a complete deal could not be debated as a whole before the deed was accomplished. Roosevelt provided pieces of a puzzle, not allowing them to come together until the public was fully prepared. (DF)

ED 173 805 CS 204 950

Lloyd-Jones, Richard

The Use of Tests of Writing and Skills Related to Writing.

Pub Date-Apr 79
Note-7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Evaluation Criteria, Expository Writing, Higher Education, Student Evaluation, *Testing, Test Reliability, *Writing Skills, *Written Language

There are two modes for testing writing: atomistic and holistic. Atomistic tests depend on isolating a form, emphasizing the recognition of the form rather than the creation of it. Holistic tests require the generation of writing, so that the forms are seen in a particular context. The atomistic tests have great danger of leading to false inferences; their appropriate uses are limited, though valuable; and misuse is fairly common. Holistic tests come in two varieties, each of which focuses on the network which joins the separate elements of the writing: the Educational Testing Service's (ETS) test, which is designed to rank samples of writing in broad quality categories by means of tacit judgments, and the Primary Trait (PT) system, which describes papers in broad categories explicitly described in relation to purposes implied in the writing task. Problems exist in both systems in generating a sample of writing that is truly representative of the quality of writing done by the person being tested. As opposed to atomistic tests, holistic tests have difficulty in controlling the scoring for a large number of samples. The ETS system is probably more effective in ranking individual students, while PT provides more information for assessment and research. (DF)

ED 173 806 CS 204 951

Huffman, John L. Trauth, Denise M.

The First Amendment Status of Advertising: A Possible Source of Conflict?

Pub Date-Aug 79
Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), Conflict, *Consumer Protection, *Freedom of Speech, *Information Dissemination, Information Needs, Mass Media, *Supreme Court Litigation, Television, *Television Commercials
Identifiers-*Advertising

The United States Supreme Court has recently begun to establish the right of consumers to receive certain commercial information and the right of proprietors of information to disseminate it. Simultaneously, there is a movement under way by administrative lawmaking bodies, professional associations, and citizens' groups to place advertising under a number of restrictions in what is perceived as the best interest of society. While litigation aims at protecting commercial speech that conveys information about the price and nature of services and products, this movement intends to restrict or inhibit the advertising of certain products and services, especially over television. Broadcast advertising directed to young children, or for products containing saccharin, or promoting legal services are among those for which banning is being advocated by those who base their arguments on an increased awareness of the importance and influence of advertising in contemporary society. Conflict between these two opposing points of view might be forthcoming. (DF)

ED 173 807 CS 204 952

Zook, Lola M., Ed.
Technical Editing: Principles and Practices. Anthology Series No. 4.
Society for Technical Communication, Washington, D.C.
Pub Date-May 75
Note-101p.
Available from-Executive Director, Society for Technical Communication, 1010 Vermont Avenue, Northwest, Washington, D.C. 20005 ($15.00)
Pub Type- Collected Works - General (020) - Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Communication (Thought Transfer), *Editing, Expository Writing, Information Dissemination, Job Skills, *Occupational Information, *Publications, *Technical Writing
Identifiers-Publications Industry

Various aspects of the field of technical editing are discussed in this anthology. The 18 articles deal with the following topics: patterns for making editorial changes; the editor as generalist as well as specialist; training the editor beyond the acquisition of skills; criticism and creativity; a logical approach to editing proposals, reports, and manuals; removing the linguistic and typographic ``noise'' from technical writing; semantic concerns in editing; jargon; paragraphing; ambiguity; hyphens; editing by dialogue; the art of editing; the editor as teacher; the production editor; editing the small study proposal; management's responsibility in training the technical communicator; and the pitfall of editors' tending to imitate the poor styles of writing they commonly read. (A bibliography of materials that deal with the work of the technical editor is appended.) (DF)

ED 173 808 CS 204 955

Moore, Roy L. And Others

Some Communication Effects of Charity Advertising Campaigns.

Pub Date-Aug 79
Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, Communication (Thought Transfer), *Information Dissemination, *Mass Media, *Media Research, *Models, Nonprofit Organizations, *Public Opinion, Television, *Television Commercials
Identifiers-*Advertising

A study was conducted to examine the relationship of advertising exposure to a variety of cognitive and affective variables in a nonprofit charity campaign. The study also tested the transactional model of advertising effects, which combines exposure, motivations, and gratifications for viewing. A sample of 350 adults was randomly selected and interviewed by telephone. Television exposure and attention variables were considered, along with four independent factors: information seeking (gratification), social utility (gratification), alienation (avoidance), and anxiety (avoidance). Results indicated that gratification/avoidance measures were more important and had a higher impact in the cognitive stage of attitude formation than did exposure variables, which were more important in the affective stage of attitude formation. The findings suggest that a well-designed mass media charity advertising campaign can increase consumers' levels of awareness, levels of liking, and degrees of action through gratification/avoidance; that gratification/avoidance measures can serve as guidelines for message positioning; and that the use of short messages with high repetition may be appropriate for charity promotion. (DF)

ED 173 809 CS 204 957

Carswell, F. F. A. Carswell, R. J. B.

Telling, Talking, and Thinking in a Grade Two Classroom. Language in the Classroom: A Series. 1.

Calgary Univ. (Alberta). Faculty of Education.

Pub Date-77

Note-30p.; For related documents, see CS 204 957-966

Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)

Pub Type- Guides - Classroom - Teacher (052) - Reports - General (140) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Language, Class Organization, *Classroom Communication, Expressive Language, Language Research, Language Skills, *Language Usage, Learning Processes, Linguistics, Primary Education, Social Influences, Student Needs, *Student Role, Student Teacher Relationship, *Teacher Role, *Teaching Techniques

This pamphlet is the first in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet contains a description of an informal study undertaken to determine whether second grade students were talking in the mode or register that they preferred to use in class. It includes transcripts of a directed reading lesson, of a social studies/language lesson built around a picture study, and of small group discussions following a field trip. A section containing reflections on the discussions is included. (FL)

ED 173 810 CS 204 958

Elliott, M. M. Washburn, W. V.

Small Group Talk and Reading Comprehension. Language in the Classroom: A Series. 2.

Calgary Univ. (Alberta). Faculty of Education.
Pub Date-77
Note-25p.; For related documents, see CS 204 957-966; Poem removed
Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Discussion (Teaching Technique), Expressive Language, *Group Discussion, Group Dynamics, Interaction, Interaction Process Analysis, Language Usage, Learning Processes, Linguistics, *Reading Comprehension, Reading Research, Secondary Education, *Self Directed Groups, Student Teacher Relationship, Teacher Role

Identifiers-*Oral Language

This pamphlet is the second in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet contains a description of a study designed to discover how talk enabled four secondary school students to comprehend the meaning embedded in difficult readings. It includes the procedures followed; selections from transcripts emphasizing the successful techniques used by the students, as well as the problems they encountered, in a discussion of a prose work; and selections from a transcript of a discussion of a poem in which the teacher participated. Among the results cited are that shared personal experiences led to relevancy; that through use, vocabulary was internalized; and that students relied on each other rather than on an authority to discover meaning. Other findings reported are that an apparent nonparticipant in the discussions actually played an active role and that the students' attempts at word analysis sometimes led to confusion. The prose selection and the poem used for the study are appended. (FL)

ED 173 811 CS 204 959

Goodhall, P. E.

Some Dimensions of Expressive Language. Language in the Classroom: A Series. 3.

Calgary Univ. (Alberta). Faculty of Education.

Pub Date-77

Note-39p.; For related documents, see CS 204 957-966

Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Language, *Classroom Communication, Disadvantaged Youth, Elementary Education, *Expressive Language, *Language Development, Language Role, *Language Usage, Learning Processes, Linguistics, Student Needs, *Teaching Techniques, Urban Education

Identifiers-*Britton (James)

This pamphlet is the third in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. Specifically, the pamphlet presents ideas drawn from a five-year expressive language project developed in an inner city school. The various sections deal with the following topics: the dimensions of expressive language, its basis in the work of James Britton, urgencies in contemporary education, expressive language in the elementary classroom, the teacher as human, the representation of experience, the overt persuaders, student growth, the need to accept the expressive, the need for schools to emphasize language learning, and the difficulties in accepting the expressive. The pamphlet also contains a list of educators who participated in the project. Many excerpts from student writings and from transcripts of classroom discussions are included. (FL)

ED 173 812 CS 204 960

Harrison, Marilyn R. E.
Talking, Writing and Learning. Language in the Classroom: A Series. 4.
Calgary Univ. (Alberta). Faculty of Education.
Pub Date-77
Note-33p.; For related documents, see CS 204 957-966
Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Communication, Communication Skills, Expressive Language, *Language Development, *Language Usage, Learning Processes, Linguistics, Primary Education, Speech Handicaps, *Speech Skills, *Teaching Techniques, *Writing Exercises, Writing Skills

This pamphlet is the fourth in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet presents a case study of a third grade student with behavior and language problems. The various sections contain the following: background information about the student, discussions of his classroom behavior and of his language problems, teacher strategies for use in fostering language development, a description of a strategy used to develop the subject's oral language skills through writing, and suggestions for classroom organization to facilitate an individualized approach to learning. Selections from the subject's written work and excerpts from transcripts of classroom interactions are included. An appendix contains a copy of objectives for teacher/child dialogue. (FL)

ED 173 813 CS 204 961

Harvey, Patricia
Students Speak Out: A Not So Comprehensive Look at What's Really Going On. Language in the Classroom: A Series. 5.
Calgary Univ. (Alberta). Faculty of Education.
Pub Date-77
Note-42p.; For related documents, see CS 204 957-966
Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy: set of 10, $9.00, enclose payment with order)
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Classroom Communication, Expressive Language, *Language of Instruction, Language Research, Language Role, *Language Usage, Linguistics, Secondary Education, Student Attitudes

This pamphlet is the fifth in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet reports on a case study involving a twelfth grade student, undertaken to discover the language experiences of the secondary school student and the role that differing language forms play in the educational success and satisfaction of students at this level. It contains the following: brief statements of theory and opinion relating to language teaching and usage, excerpts from the subject's class notes, excerpts from two lessons, and excerpts from transcripts made of the subject's comments about a paper she had written and about the special languages used in different courses. (FL)

ED 173 814 CS 204 962

Marshall, Linda Waddell, Ray

A Learning Triangle. Language in the Classroom: A Series. 6.

Calgary Univ. (Alberta). Faculty of Education.
Pub Date-77
Note-44p.; For related documents, see CS 204 957-966
Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Communication, Communication Skills, *Cross Age Teaching, Elementary Secondary Education, Experiential Learning, *Expressive Language, Individualized Instruction, *Language Usage, Linguistics, *Peer Teaching, Teaching Methods, Writing Skills

This pamphlet is the sixth in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet outlines a students-helping-students program for individualizing the classroom. The various sections present information on the following topics: the qualities to look for in selecting student helpers; the training program; implementation of the program, including how to begin it and how to use journals and talk to increase understanding; reading and the curriculum; social learning; and questions that arise in implementing the program. Excerpts from student journals and from transcripts of small group discussions are used throughout the pamphlet. (FL)

ED 173 815 CS 204 963

Mowat, W. M.
The Energy of Talk. Language in the Classroom: A Series. 7.
Calgary Univ. (Alberta). Faculty of Education.
Pub Date-77
Note-31p.; For related documents, see CS 204 957-966
Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Skills, *Expressive Language, *Interpersonal Relationship, *Language Usage, Linguistics, *Peer Relationship, Secondary Education, Speech Skills, Teaching Techniques

This pamphlet is the seventh in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet describes a project in which recordings of student conversations were used to illustrate that talk is vital to student development. Various sections discuss the the[illegible] of the project, the complexity of expressive talk, expressive talk as indwelling,'' talk as a means of moving from security to risk and discovery and as a means of achieving a greater whole, and talk as a life-long task. (FL)

ED 173 816 CS 204 964

Robertson, J. D.

Language Development in the Spectator Role. Language in the Classroom: A Series. 8.

Calgary Univ. (Alberta). Faculty of Education.

Pub Date-77

Note-29p.; For related documents, see CS 204 957-966

Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Language, Cognitive Processes, *Expressive Language, Fiction, *Imagination, *Language Development, Language Role, *Language Usage, Literature, Preschool Education, Pretend Play, Self Actualization, Self Expression

This pamphlet is the eighth in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet contains a discussion of the uses of language in the spectator role. It discusses make-believe play and the reading of fairy tales, novels, drama, and poetry as examples of this role and contends that these activities can be a means of developing a child's imagination as a tool of self-discovery. Transcripts of children's play activities and selections from essays, children's books, and poems are used throughout. (FL)

ED 173 817 CS 204 965

Southworth, R.

Mediating Science Experience Through Talk. Language in the Classroom: A Series. 9.

Calgary Univ. (Alberta). Faculty of Education.

Pub Date-77

Note-22p.; For related documents, see CS 204 957-966

Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Communication, *Expressive Language, Language Research, *Language Usage, *Science Instruction, Secondary Education, Teaching Techniques

This pamphlet is the ninth in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. The pamphlet describes a project that was undertaken to discover if exploratory talk played a significant role in mediating between science experiences and the solutions to problems in the secondary school. Excerpts from transcripts of student interactions are used to illustrate what the students were able to do with the relevant propositional knowledge at their disposal and the ways in which they explored their understanding of various problems through verbal behavior. (FL)

Vickers, Art
Language in the Center. Language in the Classroom: A Series. 10.
Calgary Univ. (Alberta). Faculty of Education.
Pub Date-77
Note-31p.; For related documents, see CS 204 957-966
Available from-Language in the Classroom Project, Room 706, EDCI, Faculty of Education, University of Calgary, Calgary, Alberta, Canada ($1.00 per copy; set of 10, $9.00, enclose payment with order)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Dropouts, *Adult Education Programs, *Case Studies, *Composition (Literary), *Expressive Language, Language Research, Postsecondary Education, Program Content, Teaching Methods, *Writing Skills

This pamphlet is the last in a series of ten stemming from the view that language is central to learning, that teachers can gain insights into their work and into learning by examining the language of the classroom, and that current language theory can be the means to such insights. It contains a discussion of some of the theoretical positions that underlie writing, a description of a writing program for adults, several case studies of students in the program, and a discussion of the role of the teacher in such a program. Selections from student writings are included. (FL)

ED 173 819 CS 204 967

Glasser, Theodore L.

Newsworthy Accusations and the Privilege of Neutral Reportage.

Pub Date-May 79
Note-19p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979); Not available in paper copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Civil Liberties, Court Cases, Court Litigation, Court Role, Federal Court Litigation, *Freedom of Speech, Information Dissemination, *Journalism, *Legal Responsibility, News Media, *News Reporting, Press Opinion, *Supreme Court Litigation

Recent rulings of the United States Supreme Court and other courts have tried to maintain a balance between a free and unintimidated press and some measure of protection for individuals against libelous accusations. The language of recent rulings suggests that the courts are focusing on impartiality and objectivity in reporting as a standard of liability in libel suits; thus, individuals are held to enjoy a right to neutral reportage.'' This implies a formal endorsement of journalism's unfortunate naive empiricism.'' In practice, the privilege of neutral reportage serves to inhibit social inquiry and to discourage journalists in their search for truth. The privilege of neutral reportage runs counter to the needs of a community since it affords greater freedom of expression to those with power and status. (DF)

ED 173 820

CS 204 968

Uehling, Edward M.

The Muse and the College of Engineering: Composition without Literature.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), English Curriculum, *English Instruction, *Essays, *Expository Writing, Higher Education, *Literary Styles, Literature, *Writing Skills

Those who argue for the inclusion of literature in composition courses point out that English teachers must teach from their area of expertise and that the use of literature endorses creative and imaginative use of language, avoids what is merely utilitarian and boring, and promotes growth in thinking. Those who oppose the use of literature in teaching composition argue future social utility and personal welfare, conceive of students as bureaucratic communicators, and concentrate on teaching subskills. The intentions of both groups seem possible and necessary. Using the prose essay-as well as poetry, fiction, and drama-allows students to see the connection between form and content and to use a form that they will regularly use. Composition teachers need to see their courses as beginning a process, as helping the students' interest and belief in language support a general growth of intellectual curiosity, and as service courses. To regard the prose essay as literature is crucial to a clear perception of composition. (TJ)

ED 173 821 CS 204 969

Scharlott, Bradford W.

The Hoosier Newsman and the Hooded Order: Indiana Press Reaction to the Ku Klux Klan in the 1920s.

Pub Date-Aug 79

Note-44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bias, Content Analysis, *Journalism, *Newspapers, *News Reporting, Social Discrimination, *United States History

Identifiers-Indiana, *Ku Klux Klan

Coverage in a sample of ten Indiana daily newspapers was analyzed, documentary evidence was gathered, and interviews with surviving newswriters were conducted to determine how the Indiana press reported the Ku Klux Klan during the 1920s. The study found that Indiana papers gave the Klan, while it was powerful, more favorable coverage than unfavorable coverage. During the early 1920s, 30% of the Klan related articles were favorable, 20% were unfavorable, and the rest were neutral. In addition, the favorable articles were given greater play in the papers than the unfavorable articles. After 1925, when the Klan was declining in size and political strength, 33% of the Klan-related articles were unfavorable to it and only one percent was favorable, with the unfavorable articles receiving greater play than the favorable articles. The study shows that there were compelling reasons for not challenging the Klan, including fear of violence and economic reprisals. It concludes that even though Indiana newswriters on the whole did not oppose the Klan while it was powerful, they acted in a reasonable fashion for people more interested in self-preservation than in living up to the ideal that newspapers should be motivated solely by considerations of public welfare. (Author/RL)

ED 173 822 CS 204 970

Dunwoody, Sharon Scott, Bryon T.

Scientists and the Press: Are They Really Strangers?

Pub Date-Aug 79

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Higher Education, *Interaction, Interpersonal Relationship, *Interprofessional Relationship, *Journalism, Mass Media, *News Media, *News Reporting, *Sciences, Scientific Enterprise, Scientific Literacy, Scientific Personnel, Scientists

A group of 111 basic and applied scientists from two Ohio university campuses was interviewed to gather data about the amount of contact between scientists and media reporters, and the effects of such contact on scientists' attitudes toward media coverage of science. The data indicated that scientists had been interviewed by journalists much more frequently than hypothesized, with 75% of the sample expressing interest in further contact with journalists. Social scientists and scientists higher in academic rank had been contacted more freqently than had any other kinds of scientists. Both rank and amount of contact were positively related to evaluations of the quality of mass media science reporting, while scientists were far more critical of media coverage of their own specialty areas than they were of coverage of science in general. (Author/RL)

ED 173 823 CS 204 971

Lindley, Daniel A., Jr.
English Teaching and the Electric Dream.
Illinois State Office of Education, Springfield.
Pub Date-78
Note-56p.; Language Arts Monograph; Photographs may not reproduce well; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *English Instruction, *Mass Media, Secondary Education, Teaching Techniques, *Television, Visual Aids

This monograph presents theory and exercises for understanding nonprint media, their effects on students, and their use in the English classroom. Specific topics covered include school as a medium; teaching as a medium; English teaching and the ``electric dream''; adolescent culture and the electric age, and related activities for the classroom; the mythic structure of television commercials; and how to ``conquer'' the television set by making audio cassettes and photographs. A transcript of a television speech essay; lists of professional organizations, workshops, and festivals; and numerous photographs are also included. (DF)

ED 173 824 CS 204 972

Schwartz, Thomas A.

Measuring Absolutists: Justices Hugo L. Black and William O. Douglas and Their Differences of Opinion on Freedom of the Press.

Pub Date-Aug 79
Note-42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Constitutional Law, *Court Role, *Freedom of Speech, Journalism, *News Media, Press Opinion, *Supreme Court Litigation
Identifiers-*Black (Hugo), *Douglas (William O)

The absolutist approach to the First Amendment of the United States Constitution argued for many years by Supreme Court Justices Hugo L. Black and William O. Douglas is regarded as the most libertarian interpretation by most mass communication law students. However, the two justices found agreement difficult in some First Amendment cases, especially in the last years that Black served on the Supreme Court. This was because Black's literal approach would not allow him to afford speech plus'' First Amendment protection, while Douglas believed picketing and other symbolic speech'' acts could be protected by the First Amendment. Black also disagreed with Douglas's opinion that certain rights were protected as penumbras of the First Amendment. Yet the two justices were virtually in complete agreement on issues dealing specifically with freedom of the press; from 1946 to 1974, when they both were justices, they had a higher index of agreement on the 72 press cases than on either the 1,010 civil liberties cases or all 1,709 nonunanimous cases that came before the Supreme Court. What can be concluded from analyses of the justices' decisions and opinions is that almost all disagreement between them can be explained in terms of their respective attitudes toward the role of the Supreme Court in the political system of the United States. (Author/RL)

ED 173 825 CS 204 974

Soloski, John

Economics and Management Techniques: The Real Influence of Newspaper Chains.

Pub Date-Aug 79

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Economics, Employer Employee Relationship, Industrial Structure, Information Sources, *Journalism, *Management, Media Research, *Newspapers, *News Reporting, Organizations (Groups)

Identifiers-*Ownership

Based on data drawn from a participant observation of a specific chain-owned newspaper, this paper examines ways in which the relationship between newspaper groups or chains and their member papers affects the newsroom and the news. Specifically, the paper reviews three aspects of chain influence: how the introduction of a chain-owned wire service encourages member newspapers to print certain news stories, how profit goals established by chains change the role of the publisher, and how the introduction of management techniques affects newsroom personnel. (FL)

ED 173 826 CS 204 975

Reid, Leonard N. Vanden Bergh, Bruce G.

Adolescents' Perceptions of Foreign-Made Products: Implications for Advertising Strategy.

Pub Date-Aug 79

Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consumer Economics, *Foreign Countries, High School Students, Media Research, *Merchandise Information, Secondary Education, *Stereotypes, Television Commercials

Identifiers-*Advertising, Germany, Japan

A five-point, seven-item semantic differential scale was used to collect data from 130 high school students about their perceptions of foreign-made products and the relation of national stereotypes to product stereotypes. To assure consistency, the same product classes (all products, automobiles, cameras, and mechanical toys) and foreign countries (Germany and Japan) were used. United States products were included in the instrument as a control measure. Since the subjects perceived a difference between all U.S. products and the individual product classes, the instrument exhibits a certain degree of face validity. Other findings showed that the subjects generally differentiated between national stereotypes and specific product classes. The subjects, however, did not significantly differentiate between all German products versus German automobiles and all Japanese products versus Japanese automobiles, suggesting that German and Japanese automobiles have a set national stereotype, perhaps resulting from large-scale television advertising. (RL)

ED 173 827 CS 204 976

Hoover, Mary R. And Others

CERAS Test Battery: Tests of Black English for Teachers of Bidialectal Students (TBETB). Test I. History and Structure Forms A and B; Test II. Language Arts Pedagogy Forms A and B.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-NIE-C-74-0049
Note-37p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Dialects, Elementary Secondary Education, *Language Attitudes, Language Styles, *Teacher Attitudes, Teacher Education, Teacher Improvement, Test Construction, *Testing, *Testing Programs
Identifiers-*Black English

The staff of the Program on Teaching and Linguistic Pluralism at the Center for Educational Research at Stanford University has been involved in a number of research efforts related to the teaching of reading and other language arts skills to Black Vernacular English speaking pupils. These efforts have culminated in the development of a number of products, including the Tests of Black English for Teachers of Bidialectal Students (TBETB). This paper provides information on the development, rationale and uses description, administration, reliability, and validity of the TBETB. Also included are copies of Forms A and B of each test (Test I History and Structure, and Test II Language Arts Pedagogy) with accompanying answer keys. (RL)

ED 173 828 CS 204 978

Lewis, Shirley A. R. Hoover, Mary R.

Teacher Training Workshops on Black English and Language Arts Teaching.

Stanford Univ., Calif. Center for Educational Research at Stanford.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-May 79

Grant-OB-NIE-G-0112

Note-33p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American English, *Black Dialects, English Education, Language Attitudes, *Language Styles, *Language Variation, Teacher Attitudes, *Teacher Education, *Teacher Workshops

Identifiers-*Black English

This booklet outlines the content and activities of two workshops aimed at improving the teaching of children who speak Black English. Its goals are to supplement research reports on test development in the area of Black English and to serve as a useful starting point for those who rely on the workshop format to inform teachers about Black English and dialect variation. The first workshop outlined acquaints teachers with the development and characteristics of varieties of Black English and discusses procedures for administering and interpreting tests of students' oral language competence in one or more speech varieties. The second workshop outlined concentrates on varying communication styles, black community attitudes toward the use of different Black English speech varieties, and the characteristics of schools where black pupils perform successfully. (RL)

ED 173 829 CS 204 982

Lee, Eui Bun

A Super Sequel to Roots'': Its Impact on Black and White College Students.

Pub Date-Aug 79
Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students, *Caucasian Students, Higher Education, Media Research, Race Relations, *Racial Attitudes, Student Attitudes, *Television Research, *Television Viewing
Identifiers-*Media Effects, *Roots (Haley)

A study of 186 black and 141 white college students was conducted after the televised sequel to Roots'' to ascertain viewing frequency, perception, and attitude change. Each student responded to a questionnaire consisting of 13 items related to the series and questions on demographic characteristics of the students. It was found that both heavier viewing and more favorable perception of the series were expressed by the black students. An immediate impact on racial change was felt more strongly by white respondents than by black respondents, while white students were slightly more optimistic about the potential of television for improving relationships between blacks and whites. (TJ)

ED 173 830 CS 204 983

Donlan, Dan

Researching Sex Bias in the Classroom.

Pub Date-Nov 78
Note-16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, *Classroom Research, *English Instruction, Higher Education, Literature, *Research Design, Research Methodology, Secondary Education, *Sex Discrimination, *Sex Stereotypes, *Student Attitudes

This paper outlines five methods of research on sex bias in the classroom: one-time survey, one class/one treatment, two class/two treatment, one class/random assignment to treatment, and analysis of differentiated effect. It shows how each method could be used in attempting to measure the effect of a unit on Norma Klein's "Mom, the Wolfman and Me"; gives hypothetical results, as if each method had been used; and indicates how these results might be interpreted. The paper concludes by noting that the study of sexism, inherent in language and literature, should be a vital part of the English curriculum. (TJ)

ED 173 831 CS 204 984

Wolff, Aline And Others

Ideas for the Teaching of Composition. Language Arts Monograph.

Illinois State Office of Education, Springfield.

Pub Date-78

Note-23p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), Elementary Secondary Education, *English Instruction, *Language Arts, Motivation Techniques, *Teaching Load, *Teaching Techniques, *Writing Skills

Identifiers-*Composition Process

Five articles concerning plans for the teaching of composition are contained in this monography published as part of an Illinois Office of Education project to respond to the need for materials written for classroom teachers of language arts. Aline Wolff encourages teachers to write themselves and to write with their students as they go through the processes of prewriting, selecting, formulating a thesis, selecting a writing pattern, editing, manuscript preparation, and proofreading. John Erickson suggests ways that teachers can promote the use of writing as a valuable form of communciation, provide students with models of how a writer goes about wedding the idea with the form, and instill confidence rather than alienation in young writers. John Eckmar describes motivational activities to give students practice in communication through writing, Jackie Ziff provides suggestions for intermediate grade writing activities, and William Dusel offers guidelines for determining an efficient teaching load in English. Lists of professional organizations and of workshops and festivals conclude the monograph. (MKM)

ED 173 832 CS 204 985

Einsiedel, E. F. Casey, William

Some Correlates of Media Political Advertising Credibility.

Pub Date-Aug 79
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elections, Journalism, *Media Research, Media Selection, *News Media, *Political Influences, Political Issues, *Political Socialization, *Voting
Identifiers-*Advertising, Media Effects

Data collected as part of a larger survey that focused on the 1978 gubernatorial race in New York State were used in a study of political advertising and media credibility. Specifically, the study examined the factors that influence an individual's rating of the helpfulness of political advertising and related these factors to voting patterns. A telephone survey of 708 adults elicited information about their interest in the campaign, personal views on several political issues, media use, candidate preference, and political advertising, as well as demographic information. Among the findings were the following: people with less education tended to select television as the most credible medium; those who read newspapers regularly were slightly more likely to select newspapers as having the most credible political advertising; and more women than men found political advertising helpful. A positive relationship was found to exist between the medium selected as most credible and the types of reasons for selecting one's candidate: more people who selected newspapers as most credible for political advertising tended to cite issue-related reasons while those who selected television tended to give job-performance reasons. (Author/FL)

ED 173 833 CS 204 986

Einsiedel, E. F. And Others

Women in Organizational Communications: A 1979 Profile.

Pub Date-Aug 79

Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business Communication, Career Opportunities, Comparative Analysis, Employment Patterns, Employment Trends, *Equal Opportunities (Jobs), Females, *Job Satisfaction, *Occupational Information, Occupational Surveys, *Organizational Communication, Public Relations, *Sex Discrimination, *Working Women

To provide a definitive and updated view of the woman communicator, specifically in the fields of organizational communication, business communication, and public relations, an analysis was made of data from the 1979 International Association of Business Communicators (IABC) survey. Data for that survey were obtained from the responses of some 2,800 IABC members to an eight-page questionnaire that elicited information about their educational and career preparation, their business organizations, their responsibilities, and job satisfaction. The results revealed that women are working for small organizations which pay less, and in which there is less opportunity for advancement. On the whole, women earn 30% less than men, and the gap is increasing. In addition, women with equal qualifications, in equal positions, are paid less than men. On a more optimistic note, the findings also showed that younger women are better off relative to their male counterparts; and that generally, women are more actively seeking to improve themselves professionally than are men. (Author/FL)

Jaehnig, Walter B. And Others
Reporting Crime and Fearing Crime in Three Communities.
Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Crime, *Fear, *Journalism, Media Research, Newspapers, *News Reporting, Psychological Patterns, *Violence
Identifiers-*Media Effects

A study was conducted to investigate whether readers of newspapers that carry large amounts of crime news have a greater fear of being victims of crime than do readers of newspapers that place less emphasis on crime coverage. Data were gathered through a content analysis of crime news in three newspapers of widely differing circulation, interviews with panels of voters in three cities of differing sizes, and the Uniform Crime Reports published by the Federal Bureau of Investigation for each city. The findings revealed that fear of crime was associated more strongly with newspaper emphasis on violent crime than with the actual frequency of violent crime in a community. In addition, the evidence suggested that both newspaper emphasis on crime and people's fear of crime were correlated more closely with the occurrence of violent crimes than with the occurrence of crimes in general in a community. (Author/FL)

ED 173 835 CS 204 989

McElreath, Mark P.

Theory Building in Public Relations: Going Beyond Upon Systems Models.

Pub Date-Aug 79

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Communication, Communication (Thought Transfer), Mass Media, *Organizational Communication, *Organizational Theories, *Public Relations

Two studies were undertaken to obtain information about the communication behavior of older and newer organizations. In the first study, data were collected from 216 organizations in the Washington, D.C./Baltimore, Maryland, area that had designated public relations specialists. Among other factors, data were collected on the frequency with which certain public relations activities were performed and the age of the organization. The second study sought similar data from 20 of the top 50 private and quasiprivate organizations in the same area. The year of the organization's founding was used to cluster the organizations into those which were older (dating to the turn of the century) and those newer (dating no further back than 1930). Results indicated that older organizations more often produced an employee publication, wrote more press releases, spent more time maintaining contacts with the media, and engaged in more formal and informal research and evaluation than did newer firms. These findings support the notion that organizations evolve over time into more sophisticated information processing systems. (DF)

ED 173 836 CS 204 990

Atwood, L. Erwin Kuang, Sunshine C.

Undecided Voters, Vote Switchers, Media Use, and Information Holding in a Congressional and a Presidential Campaign.

Pub Date-Aug 79

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Citizen Participation, *Decision Making, Information Seeking, *Knowledge Level, *Mass Media, News Media, *Political Attitudes, *Political Issues, Political Science, Social Science Research, *Voting

Data for this study of the relationship between voter status (vote switcher, undecided voter, decided voter) and political knowledge were collected from 141 respondents in five southern Illinois counties during a 1974 congressional election and from 295 res[illegible]ts in Cape Girardeau, Missouri, during the 1976 presidential campaign. The study employed the reasons voters gave for voting for or against specific candidates and reported voter perceptions of campaign issues as measures of political knowledge. The findings supported earlier studies regarding the differences in knowledge levels between decided and undecided voters for both candidate and issue knowledge. No significant difference in candidate knowledge levels was found between switchers and nonswitchers in either the congressional or the presidential campaigns. Those who did not switch candidate preference in the 1976 campaign reported higher levels of issue knowledge than those switching candidate preferences. The relationship between knowledge level and attention to the campaign via the mass media varied with voting status and campaign. (Author/RL)

ED 173 837 CS 204 991

Ogan, Christine L.

On Their Way to the Top? Men and Women Middle-Level Newspaper Managers.

Pub Date-Aug 79

Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Opportunities, *Females, Job Satisfaction, Job Skills, *Journalism, Males, Managerial Occupations, *Middle Management, *Newspapers, Occupational Mobility, *Sex Discrimination, Sex Role

A telephone survey of 217 men and 232 women who held middle-level management positions at 363 daily newspapers in the United States was conducted to compare their job responsibilities, compensation patterns, and personal characteristics and to examine their attitudes concerning job aspirations, mobility, and relations with their superiors. The results revealed that although men and women alike held jobs in mid-management that were demanding in terms of time and responsiblity, men still made more money than women for comparable effort. This difference held even when controlling for a respondent's experience, age, educational level, number of employees supervised, and degree of budget control, and for the circulation of the respondent's newspaper. In addition, it was shown that women were as willing as men to accept job transfers and were equally as ambitious. Finally, women's lack of team-play'' experience seemed not to affect their attitudes about their jobs. (Author/FL)

Huttenstine, Marian L. Kean, Lynn

The Courts, the Agencies and the Advertiser: Does the Spirit Really Give Life?

Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Responsibility, Communication (Thought Transfer), *Consumer Protection, *Court Litigation, *Federal Legislation, Information Utilization, *Legal Responsibility, Standards
Identifiers-*Advertising

This paper provides an analysis and review of recent court cases in which advertising was a major factor in determinations as to whether a breach of warranty or a false advertising claim existed. Special attention is given both to implied and to expressed warranty. When possible, discussion is structured to provide definitional or rule-making assistance. It is noted that courts have found that advertisements are part of the warranty if they are made to create an image for the ultimate purchaser of the product, and that even the use of disclaimer of warranty does not immunize any of the principals in the transaction. In addition, the paper notes that liability caused by a product and traceable to negligent advertising is beyond reach of disclaimer. The paper also discusses fraud, deceit, misrepresentation, and the relationship between case precedents and actions since the passage of the Magnuson-Moss Warranty Act in 1975. (Author/DF)

ED 173 839 CS 204 994

Huttenstine, Marian L. Hamner, Claire
KQED: A Case Study in Confusion.
Pub Date-Aug 79
Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Constitutional Law, *Court Cases, *Freedom of Speech, Information Seeking, *Journalism, News Media, *News Reporting, *Supreme Court Litigation

The United States Supreme Court's ruling in the Houchins v KQED'' case exemplifies the confusion of that court concerning any consistent view of the First Amendment of the United States Constitution, especially in terms of newsgathering and prior restraint. In this case, the Court reversed a lower court's decision that had held invalid a California sheriff's denial of media access to a prison. The Court's opinion, written by Chief Justice Warren Burger, was rooted in earlier decisions in which the Court had held that newspeople had no greater right of access to information than did the general public. This ruling is at odds with the traditional meaning and historical purpose of the First Amendment in terms of the role of the free press in a self-governing population. The public's right to know, recently upheld by the Court in several cases, was virtually ignored in the Houchins v KQED'' ruling. In actuality, the ruling was a 3-1-3 decision since Chief Justice Burger, joined by Justices Byron White and William Rehnquist, delivered the opinion; Justice John Paul Stevens, joined by Justices William Brennan and Byron Powell, wrote the dissent; and Justice Potter Stewart concurred in judgment but not in the rationale for reaching it. Such a ruling provides ground for supporting almost any interpretation of the First Amendment, symbolizing in so doing the confusion of the Court regarding this amendment. (Author/FL)

ED 173 840 CS 204 995

O'Keefe, Garrett J.

Media Dependence and Political Change: A Longitudinal Analysis of Three Elections.

Pub Date-Aug 79
Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Elections, Information Dissemination, *Information Sources, *Journalism, *News Media, Newspapers, *Political Attitudes, Political Socialization, Television, Voting
Identifiers-*Political Campaigns

Immediately preceding or following the national election campaigns of 1972, 1974, and 1976, interviews were conducted with a longitudinal probability sample of 307 voters to determine the extent to which changes in voters' patterns of dependence on newspapers as opposed to television for political information occurred over the successive campaigns. The study also examined ways in which these changes were associated with changes in voters' levels of campaign involvement, modes of decision making about candidates, and variables related to political volatility. The overall results did not indicate that change in dependence from one medium to another was associated with the range of campaign orientations investigated. However, the relationships found in several specific instances for example, that switching from newspapers to television may increase campaign involvement gave preliminary support to the argument that, in some instances, media dependence patterns are integrally associated with specific kinds of voter campaign orientations. The findings did not support the belief that volatility in political behavior is necessarily a function of changes in media dependence patterns. Finally, there was no indication that changing to or continuing dependence on television over successive campaigns particularly decreased beliefs that public officials were altruistic or trustworthy. (Author/FL)

ED 173 841 CS 204 996

Raburn, Josephine
Editor and Student Views on the Censorship Game.
Pub Date-Apr 79
Note-32p.; Paper presented at the Meeting of the Association for Educational Communication and Technology (New Orleans, Louisiana, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, *Censorship, College Freshmen, *Freedom of Speech, Higher Education, *Mass Media, Newspapers, *Reading Materials, *Reading Material Selection, *Student Attitudes
Identifiers-*Editors

Out of 200 newspaper editors randomly selected from a directory, 64 responded to a questionnaire eliciting their opinions on the subject materials most often censored by groups in the United States. The editors' responses were compared to those of 121 freshmen at Cameron University (Oklahoma). A majority of the editors supported the First Amendment, but many gave personal opinions showing they were not happy with some elements that appear in today's communications media. When compared with the conservative college freshmen, the editors had fewer censors among themselves than did the students, with a high percentage of both groups showing unwillingness to ban materials. The top three subjects of concern to both groups were violence, racial prejudice, and pornography. (A copy of the questionnaire is attached.) (Author/RL)

ED 173 842 CS 204 997

Heuterman, Thomas H.

Toward an Autonomy of Ideas in Journalism.

Pub Date-Aug 79

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979); Best copy available

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Historiography, *Information Dissemination, *Intellectual History, *Journalism, *News Media, *Newspapers, News Reporting, Social Factors

The study of the history of ideas in newspapers has not been separated from traditional journalism history nor from the broad cultural studies of the mass media, and may also differ from the behavioral or statistical study of the effects of the mass media. Because the levels of high culture and popular culture are seen as separate and distinct, the role of the press as conduit between the two has largely been ignored. However, newspapers may be studied to determine whether ideas are defined, transmitted to the popular level, and possibly altered in the transmission process. An awareness of the role of the press in covering ideas in the past prompts consideration of the degree to which the press today transmits ideas to society. The experience of the press in the United States points to its continued role in interpreting those idea-complexes for the public which motivate large segments of society. In both the methodologies of history and of current news gathering, the autonomy of ideas in journalism calls for recognition of a rather well-defined body of material previously neglected, rather than for another system or model. (Author/DF)

ED 173 843 CS 204 998

Stevenson, Robert L. Ahern, Thomas J.
Individual Effects of Agenda-Setting.
Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), Content Analysis, *Information Utilization, *Mass Media, *Media Research, Newspapers, Political Issues, Television, Television Research, Television Viewing
Identifiers-*Agenda Setting, *Media Effects

The agenda setting hypothesis of mass media effects, which maintains that the mass media set the agenda of public discussion and determine which items are to be discussed and which ignored, was tested. Agenda was defined as an attribute of individual respondents to be compared with those of various media. In a preliminary study, a group of 59 undergraduates completed a questionnaire ranking the importance of six broad news areas and providing information about media use. In the major study, 421 adults were interviewed in June 1972, and of these, 227 were reinterviewed in October 1972. At both times, respondents were asked to assess the salience of a set of six major issues and to respond concerning their media use; content analysis of media coverage was also performed. Results indicated no transfer of media agenda to personal agendas of media users, people exposed to specific media did not have personal agendas more in line with those of the media than did those persons not exposed to those media, and measures of use of newspapers and television for news and measures of exposure to these media did not correlate with measures of agenda fit. (DF)

ED 173 944 CS 204 999

Garrison, Bruce Brown, Richard M.

Information Processing Styles as a Factor in Value-Oriented Instruction.

Pub Date-Aug 79
Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Codes of Ethics, Cognitive Processes, *Cognitive Style, *Ethics, Higher Education, *Journalism, *Journalism Education, Professional Education, Standards, *Student Attitudes

A study was undertaken to investigate the attitudes of journalism students towards journalistic ethics. The 52 respondents completed a questionnaire at the beginning and end of a senior-level journalistic ethics course; the questionnaire contained 49 opinion statements reflecting diverse ethical behavior of journalists. Factor analysis revealed three distinct information processing styles: type one, dominated by precourse responses; type two, dominated by the instructor as a marker variable and by postcourse responses; and type three, dominated by precourse responses. Results indicated that type two students who had completed the course showed much more support of statements expressing journalistic independence, calling for regular self-evaluation of performance, and advocating freedom from outside controls. These students altered previous attitudes that had favored peer group enforcement of ethical standards and came to oppose penalties for violation of ethical codes. They also modified a previously strong antipathy toward yielding to advertiser pressure in killing a story, and came to disagree less strongly with the statement that codes of ethics create a ``police state'' in the newsroom. (Author/DF)

ED 173 845 CS 205 000

Traudt, Paul J.

Families and Television: Guidelines for an Ethnographic Procedure.

Pub Date-Aug 79

Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Collection, *Ethnography, Family (Sociological Unit), *Family Life, Higher Education, Mass Media, Research Design, *Research Methodology, *Television Research, *Television Viewing

This paper discusses the utility of an ethnographic method that incorporates various participant observation techniques in providing information about family television viewing. It presents arguments for a naturalistic case study approach focusing on family-media interaction and suggests three methods of data collection: interviews and followups; a battery of surveys and a television diary; and observations of selected variables in the home, including physical settings and viewing arrangements, rules and control of viewing situations, personal activity and overall media usage profiles, visual and auditory competencies, and demographics. The paper contends that these measures provide three windows'' for variable analysis that help to verify and lend support to findings. A procedural calendar outlines specific procedures and examples for data collection. (Author/RL)

ED 173 846 CS 205 001

Sparkes, Vernone M.

The Users of Cable TV Access Channels: A Study of the Diffusion and Adoption of a Communications Innovation.

Pub Date-Aug 79

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cable Television, Community Action, *Community Information Services, *Community Involvement, Facility Utilization Research, *Programing (Broadcast), Public Affairs Education, Publicize, *Public Relations, Public Television, *Use Studies

Identifiers-Ontario (Toronto), *Public Access

A mail survey of 91 past and present users of the community programing (public access) channels in the Toronto, Canada, area revealed that personal contact is most important in the diffusion of knowledge about access opportunities. Friends and colleagues were the most often cited initial source of information; but contact by the cable company itself most often proved critical for actual user development. This latter point suggests that only when knowledgeable persons make contact and explain matters are such inhibiting factors as lack of understanding of the telecommunication process countered enabling community groups to effectively use and develop cable television as a medium of public communications. The results of this study strongly point to the necessity of some kind of promotional and facilitating action by expert or professional groups in the development of public access cable television channels. (RL)

ED 173 847 CS 205 003

Subervi-Velez, Federico A.

Mass Media Exposure and Perceived Discrimination Among Latinos in Chicago.

Pub Date-Aug 79
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cubans, Ethnic Groups, *Mass Media, Media Research, Mexican Americans, Minority Groups, *Perception, Predictor Variables, Puerto Ricans, *Social Discrimination, *Social Integration, *Socialization, *Spanish Americans, Television Viewing

Perceived ethnic discrimination was studied by surveying 388 members of the Latino community in Chicago (115 Puerto Ricans, 162 Mexicans, and 111 Cubans). A factor analysis of how these Latinos perceived the treatment they got from 19 private and public social organizations (such as churches, libraries, and landlords) produced four dimensions of discrimination: regulatory organizations, consumer organizations, socialization organizations, and employment opportunity organizations. Age, years of residency in the United States, education, family income, and four media exposure variables (television, radio, Spanish-language press, and English-language press) were tested with hierarchical regression analysis on each discrimination factor. After controlling for the background variables, exposure to television was found to be a negative predictor of the discrimination perceived from the consumer and socialization factors. Exposure to the other types of media was not a significant predictor of any factor with such controls; but exposure to English-language press was positively associated with discrimination perceived from the regulatory and socialization factors. Age was the strongest negative predictor of the regulatory, consumer, and employment opportunity factors, while education was the only positive predictor (for the regulatory factor). (Author/RL)

Crow, Wendell C.

Designing the Bottom Line: An Analysis of Printing Economies for the Responsible Graphics Communicator.

Pub Date-Aug 79
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cost Effectiveness, Educational Needs, *Efficiency, *Graphic Arts, Higher Education, Journalism, *Layout (Publications), *Printing, *Production Techniques, Publishing Industry

Although improved teaching methods, materials, and technology probably have made university graphics instruction better today than ever before, students need to become more aware of ways in which they can provide cost-effective design to companies and organizations interested in getting maximum value from printing budgets. Such printing economies begin with concepts and objectives for the printed piece and continue through the choices for its design, format, paper, production, and printing contract. Graphic designers are more valuable to their employers and clients when they understand that savings are generated by intelligent methods of selecting and buying paper, typesetting, art, and color materials; and college professors can help develop such graphic designers by encouraging more student attention to economical design. (Author/RL)

ED 173 849 CS 205 005

Peters, Cassandra A.

Some Communication Problems Related to Testing Minority Populations with Standardized Instruments.

Pub Date-Aug 79
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication Problems, Elementary Secondary Education, *Minority Groups, *Standardized Tests, *Test Bias, Test Construction, *Testing Problems, Test Reliability, Test Selection, *Test Validity, Test Wiseness

For the most part, standardized tests are verbal and presuppose that the test takers know the language, culture, and values of the test makers, who usually represent white, middle class language and values. The communication problems that minority groups face when taking standardized tests include phonological biases (especially when the tests are orally administered), syntactical biases (unfamiliar sentence structures), semantic/vocabulary biases, cultural biases, and task orientad biases (tasks reflecting a certain set of values). Suggestions for minimizing test bias include validating assumptions made about tests, gathering data concerning the linguistic and cultural backgrounds of the test takers, constructing valid and reliable instruments, training test givers in the use and interpretation of tests, and training test takers. (Appendixes provide validation criteria, suggestions for administering and constructing tests, test taking hints, and what reliability data are essential when reviewing tests. A bibliography is also included.) (RL)

ED 173 850 CS 205 006

PUDDLES; South Bay Area Writing Project 1977 Writing Institute.

Pub Date-77
Note-44p.; Best copy available ; Document prepared by the South Bay Area Writing Project of San Jose, CA
Pub Type- Collected Works - General (020) - Guides - Classroom - Teacher (052) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), *Creative Writing, Elementary Secondary Education, *English Education, *Expository Writing, *Inservice Teacher Education, *Teacher Workshops

The writings in this collection were contributed by elementary, junior high school, and senior high school teachers during their participation in the South Bay Area (California) Writing Project. The writings are of a variety of genres, including personal memoirs, letters, character sketches, fiction, poetry, fables, and statements about writing. The publication also includes a brief description of the project, in which teachers shared teaching ideas and experienced writing; a list of observations about the teaching of writing compiled by project participants; and a list of resources for the writing teacher. (DF)

ED 173 851 CS 205 007

Piltch, Charles

Problems with Freewriting.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen, *Composition (Literary), Creative Writing, *English Instruction, Expository Writing, Higher Education, Writing Skills

Identifiers-*Free Writing

While freewriting is valuable for the beginning or basic writer, it embodies certain difficulties. Sufficient time and preparation are necessary to move from freewriting to the structured composition frequently required on course exit examinations. The student instructed by means of freewriting may later resent having to rewrite or edit. Some instructors see freewriting as a way of helping students to find and perfect a personal voice as a means of personal exploration, this exploration often turns to insincerity, and there is little positive carryover between such self-discovery and other writing. Freewriting can be of value only when students pass beyond it by opening themselves up to the skills of planning and editing, remembering that the personal voice is to be used for speaking with others on topics of mutual interest. (DF)

ED 173 852 CS 205 008

Friend, Jewell A.

For Publication on Issues in English Education Issue: English Education at the Graduate Level.

Pub Date-Mar 79
Note-19p.; Paper presented at the combined Annual Meeting of the Conference on English Education and Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, *College Role, *Educational Philosophy, *English Education, *Graduate Study, *Higher Education, Social Problems

The American ideal of liberal education affirms faith in the individual and in the human struggle against intellectual dishonesty and conformity and speaks to the intellectual integrity of education, of graduate faculty, and of the choices open to graduate students. However, humanists disagree on such issues as what the products of graduate education should be; whom graduate English education should serve; what characteristics graduate English programs should have; and who is qualified to make responsible choices without jeopardizing either professional integrity or individual freedom of choice. Graduate education in English should be a strong force for the resolution of social conflicts as it provides for cultural and intellectual diversity; it should provide graduate students opportunities to work toward the resolution of national problems. The format of such a graduate program might include courses in sociology, political science, psychobiology, history, art, and architecture, as well as apprenticeships in public service programs. (DF)

ED 173 853 CS 205 014

Brand, Alice Glarden
The Therapeutic Benefits of Free or Informal Writing among Selected Eighth Graders.
Pub Date- 77
Note-35p.; Research prepared at Rutgers, The State University of New Jersey
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Assertiveness, *Composition (Literary), Concept Formation, Educational Research, *Educational Therapy, Junior High Schools, Perception, Secondary Education, *Self Concept, *Self Evaluation, *Self Expression
Identifiers-*Free Writing

Sixteen eighth grade students participated in a five-month experiment to determine whether informal writing has therapeutic effects on students' perceptions of how they view themselves and their personal problems. The students were selected on the basis of teacher opinion, learning ability, and student cooperation. Eight students were used as a control group in a regular English classroom; the remaining eight, comprising the experimental group, met daily for one class period with the investigator and submitted two finished themes every third week. Standardized tests and student writing samples were used to pretest and posttest both groups. Data were examined and rated in the three therapeutic areas studied self-information, self-concept, and perceived problems based on test information and scales designed for the investigation. Results indicated an increase in self-information, particularly regarding personal selves and families, with females in both groups more fully developing the ability to describe themselves in relation to others; a positive change in self-concept generally; and differences in problem perception, with females identifying and expressing more than males. The informal writing experience had partial and sometimes negative effects on the students, but these effects often anticipated positive therapeutic change and psychosocial growth. (A sample form to categorize student self-information is appended.) (AEA)

ED 173 854 CS 205 015

Vanden Bergh, Bruce G. Reid, Leonard N.
A Model for Measuring Puffery Effects.
Pub Date-Aug 79
Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Consumer Protection, Information Dissemination, Legal Problems, *Organizational Communication, Research, *Research Methodology
Identifiers-*Advertising, *Communication Research

The purpose of this paper is to describe and discuss a conceptual model for experimentally investigating the effects of advertising puffery. The various sections contain a discussion of puffery as a legal concept, a description and discussion of the proposed model, research support for the model, and implications for future research on puffery. (FL)

ED 173 855 CS 205 017

Ryan, Michael

What Some Journal Referees Look for in Evaluating Manuscripts.

Pub Date-Aug 79

Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Guides - General (050) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Evaluation Criteria, *Journalism, Media Selection, *Reports, *Research, Scholarly Journals, *Technical Writing

Identifiers-*Communication Research, *Writing for Publication

The 29 editorial board members of three communications journals were asked to indicate what criteria they used to evaluate and select the manuscripts submitted to their journals for publication. The 16 people who responded indicated six things that they require in manuscripts: a strong introduction that clearly and concisely states the conceptual framework guiding the study; a detailed description of the research method, including its appropriateness for the particular research and the precise ways in which the variables were measured and analyzed; an accurate presentation of results, including information about where raw data and other materials might be obtained; an honest section on the study's conclusions, with explanations of any inconsistencies; a writing style that is clear, concise, accurate, tailored to the publication's style, and free from typographical errors; and a review of research that objectively states research questions, hypotheses, methodology, and results. (Author/RL)

Cline, Carolyn Garrett

Our Neglected Neighbors: How the U.S. News Magazines Covered Latin America in 1977.

Pub Date-Aug 79

Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Content Analysis, Foreign Countries, *Information Dissemination, Journalism, *Latin American Culture, Media Research, *News Reporting, *Periodicals

Identifiers-*Latin America, *Newsmagazines

An examination of the coverage of Latin America during 1977 by Newsweek,'' Time,'' and U.S. News and World Report'' was undertaken to compare the number of stories and the amount of space devoted to that region with that afforded other areas of the world. The results showed that of the major areas of the world, only Canada and Australia received less coverage than did Latin America. Coverage of United States-oriented stories was predominant, with the Panama Canal issue dominating Time'' and U.S. News'' and U.S. diplomatic efforts in Cuba dominating the reporting of Newsweek.'' Each newsmagazine chose a different approach to Latin America ``U.S. News'' provided coverage of economic issues and a broad, if brief, view of the region; Time,'' with the smallest number of Latin American stories, ran longer articles, with more indepth examination of nations and issues; while Newsweek,'' with the largest number of stories, offered broader, general coverage concerned with United States-dominated issues such as economics and tourism. (Author/FL)

ED 173 857 CS 205 020

Leffert, Beatrice G.

Synchronic and Diachronic Analysis of Linguistic Factors in the Written Composition of High School Students.

Pub Date- 75
Note-28p.; Research prepared at Hofstra University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Composition (Literary), Content Analysis, *Diachronic Linguistics, *Language Usage, *Language Variation, *Readability, *School Newspapers, Secondary Education, Structural Analysis, Student Publications, Synchronic Linguistics, *Syntax, Trend Analysis, *Vocabulary, Writing Skills
Identifiers-Oral Language

Student editorials and letters to the editor that appeared in selected school newspapers during two school years (1949-1950 and 1973-1974) were analyzed to determine whether the more recent writing revealed characteristics usually associated with oral expression, a hypothetically negative influence of television viewing. In the analysis, only five of forty factors that were specifically chosen for their relationship to oral expression yielded significant change toward oral expression, suggesting that little movement toward oral style in formal writing had actually occurred. The lack of significant regional differences in editorials on 39 of the 40 factors might indicate national uniformity, although clusters of high frequencies of particular usage in papers from a region might indicate a tendency toward regional styles. Dale-Chall readability levels were lower for 1949-1950 materials than for 1974-1975 materials, with significant differences between the editorials and letters of 1949-1950, but no significant differences between the editorials and letters of 1973-1974. The findings appear to support the conclusion that vocabulary has expanded and syntax has become simplified in the 25 years between sampled materials. These changes appear to be evolutionary in nature, requiring attendant changes in instructional emphasis and the revision of the Dale-Chall readability formula. (RL)

ED 173 858 CS 205 023

Book, Virginia

Purposes Mistook Fall'n on th' Inventors Heads.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Assignments, *Audiences, *Composition (Literary), *English Instruction, Higher Education, Teaching Techniques, *Technical Writing, *Writing Skills

Identifiers-*Audience Awareness

An important factor the technical writer must keep in mind is the makeup of the intended audience. Students should be encouraged to identify as many specific characteristics as possible about an intended audience. It is also important that students comprehend the relationship between audience and use of stylistic elements. By also being sensitive to their audience, students' technical writing teachers can design courses that will help students learn to write effectively for different audiences. Some possible assignments include: asking students to look at more than one technical writing manual and to compare definitions of technical writing and how it differs from other types of writing; asking students to look at a specialized magazine or journal and to identify the intended audience, evaluate the language level, and note how the various elements are directed toward the specific audience; selecting an article and asking students to rewrite it for a different, specific, audience; assigning a preliminary proposal for a report in which students are required to specify the intended audience; and having students give oral presentations on their reports, keeping in mind that the class is a different audience than the one for whom the report was written. (TJ)

ED 173 859 CS 205 024

Mathes, J. C.

Prospects for Technical Communication: Research for Futures Needs.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communications, *Futures (of Society), Models, *Organizational Communication, *Research Needs, Technical Reports, *Technical Writing, Technological Advancement

The need for technical communication to enable the transition from a postindustrial'' future to an alternative future is incalculable; however, research is required to improve current technical communication models and methods. The current rhetoric of technical communication derives from an inadequate command-generated technical communication model, which provides no criteria by which the technical communicator can make basic rhetorical decisions. Research questions cannot be asked until an effective technical communication model, which introduces the dynamic factors within and without an organization that affect the technical communication process, has been developed and tested. Once developed, the model can guide research. Technical communication for the future will need to establish and maintain viable relationships between the spheres of technology and production and of social services and political institutions. The communication situation associated with the environmental impact statement illustrates the need for new technical communication strategies and methods. In addition, both types of transition studies that are conducted studies of the behavior of systems, and studies of persons in roles within those systems suggest a number of research opportunities and needs in technical communication. (GT)

ED 173 860 CS 205 025

Crowhurst, Marion

The Effect of Syntactic Complexity on Teachers' Quality Ratings of Narrations and Arguments.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Complexity Level, *Composition (Literary), Educational Research, Elementary Secondary Education, Evaluation Criteria, Grade 6, Grade 10, Grade 12, *Narration, *Persuasive Discourse, Sentence Structure, *Student Evaluation, *Syntax

The compositions of sixth, tenth, and twelfth grade students were used to determine whether narrations or arguments of high syntactic complexity were rated higher than narrations or arguments of low syntactic complexity. Selection of the compositions was made in pairs one of high syntactic complexity and one of low syntactic complexity each written by the same student. The compositions at each grade level were rated by four teachers who taught at that grade level. The holistic score, the composition quality scale, and the sentence structure score were used as the measures of quality. Analyses indicated that arguments of high syntactic complexity rated significantly higher than did arguments of low syntactic complexity for grades ten and twelve; there was no significant difference at grade six. Narrations of high syntactic complexity did not rate higher than narrations of low syntactic complexity at any grade level. In fact, twelfth grade students' narrations of low syntactic complexity rated significantly higher than did their narrations of high syntactic complexity. Overall, it appears that syntactic complexity influenced ratings of arguments but not of narrations. (Author/RL)

ED 173 861 CS 205 026

Dunwoody, Sharon

The News-Gathering Behaviors of Speciality Reporters: A Comparison of Two Levels of Analysis in Mass Media Decision-Making.

Pub Date-Aug 79

Note-36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979); Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, *Competition, *Cooperation, Decision Making, Individual Characteristics, Interaction Process Analysis, Journalism, Mass Media, *Media Research, News Media, *News Reporting, News Writing, *Organizational Communication

Identifiers-Communication Research

The news gathering behaviors of 24 mass media science writers were examined at individual (occupational) and organizational levels through personal interviews, observation at the annual meeting of the American Association for the Advancement of Science, and content analysis of the stories produced. Data indicated that organizational constraints were the major factors determining news selection strategies, but that individual-level variables come into play at both the information gathering and the writing stages. Greater numbers of organizational constraints seemed to reduce the roles that individual-level variables have in the news making process for a given reporter. Additionally, organizational variables seemed to promote competitive behavior, while individual-level variables encouraged cooperative behavior among the science writers in the study. (Author/RL)

ED 173 862 CS 205 032

Whitaker, W. Richard

President Harding and the Washington Disarmament Conference A Question of Historical Verisimilitude.

Pub Date-Aug 79

Note-20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979); Best copy available

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Credibility, *Historiography, *Journalism, *News Media, *Presidents, *United States History

Identifiers-*Harding (Warren G)

In 1921, during the course of a news conference, President Warren G. Harding misinterpreted the provisions of one of the treaties then under consideration by delegates to the Washington Disarmament Conference. His error was corrected in a few hours, but this incident was blown out of proportion by those who were convinced that Harding was an inept president. It was said that this misstatement led directly to the use thereafter of written questions in presidential news conferences and that Harding was ordered (by Secretary of State Charles Evans Hughes) to stop taking oral questions from reporters. This version is still finding its way into journalism and mass communications texts and illustrates the difficulty of ascertaining historical truth in the face of conflicting evidence. In fact, Harding had started requiring written questions three weeks earlier, not due to any ineptness on his part, but because so many correspondents were accredited to the Conference and this was the only means of adequately dealing with them. The Conference incident was the first major stumbling block in Harding's up-to-then good relations with the press. He quickly recovered and continued to take both written and oral questions from reporters at times he even allowed himself to be quoted directly. (Author)

ED 173 863 CS 205 038

Mundt, Whitney R. Broussard, E. Joseph

The Prying Eye: Ethics of Photojournalism.

Pub Date-Aug 79

Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Standards, Educational Needs, Ethical Values, *Ethics, Freedom of Speech, *Journalism, *News Reporting, *Photography, *Press Opinion, *Privacy

A national sample of journalists, consisting of 700 television news photographers, newspaper photographers, television news directors, newspaper editors, and journalism educators, was asked to evaluate the ethical conduct in eight situations involving alleged invasion of privacy by photography. The respondents found journalistic conduct to be unethical in four of the eight situations but exhibited considerable uncertainty about ethical conduct in the other four situations. For seven of the eight situations, television photographers showed more timidity than newspaper photographers about approving journalistic conduct that might constitute an invasion of privacy. Television news directors showed substantial disagreement with television photographers concerning ethical conduct, as did newspaper editors with newspaper photographers. (Author/RL)

ED 173 864 CS 205 060

Woodson, Linda

A Handbook of Modern Rhetorical Terms.

National Council of Teachers of English, Urbana, Ill.

Pub Date-79

Note-84p.; A number of pages may not reproduce well due to light type

Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 20199, $3.30 non-member, $3.00 member)

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Classification, *Composition (Literary), Definitions, *Rhetoric, *Vocabulary

Representing an effort to bring together the many words that have been added to rhetoric and composition in this century, this compilation of terms was drawn from textbooks, theoretical studies, pedagogical and curricular explorations, and practical studies. The listing is alphabetical and includes primarily twentieth century words, but it also contains several classical terms that are still widely used. Each term is followed by a definition, often in the words of its originator. A bibliographical reference is cited for the first use of the word or for its principal use in composition; this is often followed by a quotation showing the word in context. In addition, other bibliographical references that indicate any changes or extensions in meaning the word may have undergone are included. An appendix classifying the words according to subject heading and an index of names of authors cited in the definitions are provided. (FL)

ED 173 865 CS 205 062

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' September 1978 through June 1979 (Vol. 39 Nos. 3 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-11p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, College Deans, College Freshmen, *Composition (Literary), Diachronic Linguistics, *Discourse Analysis, Dyslexia, *Educational Research, Elementary Secondary Education, Higher Education, Persuasive Discourse, Student Ability, Student Development, Synchronic Linguistics, *Syntax, *Writing Skills, Written Language
Identifiers-*Composition Process, *Writing Apprehension

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: case studies of college student and adult composing processes; developing patterns and individual differences in children's writing; writing apprehension's relation to writing quality; egocentrism in the written work of college freshman composition students; synchronic/diachronic linguistic analysis of high school student compositions; syntactic development in college freshman composition students; cross-cultural comparison of three writing systems as they relate to dyslexia; a framework for discourse analysis; audience adaptation skill development for writing persuasively; and the relationship between the written communication of community college deans and their effectiveness ratings. (RL)

ED 173 866 CS 205 066

Shachter, Jaqueline
Themes and Values in Selected Children's Literature.
Pub Date- 79
Note-13p.; Guide prepared at Temple University
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, Childrens Books, *Childrens Literature, Elementary Secondary Education, *Ethical Values, *Literary Analysis, Literature Appreciation, *Moral Values

Children's books by successful writers may stimulate young people to think about philosophical questions, prompting lively discussions. Such books not only have literary value but also encourage children to consider matters central to the human condition. Teachers at the intermediate grade level and above can stimulate discussions of ethical values and moral issues with these four books by Newbery Medal winners: The Planet of Junior Brown'' by Virginia Hamilton, Island of the Blue Dolphins'' by Scott O'Dell, The Arm of the Starfish'' by Madeleine L'Engle, and The Great Gilly Hopkins'' by Katherine Paterson. (RL)

ED 173 867 CS 502 485

Minister, Kristina

Semiotic Constituents of Literary Meaning.

Pub Date-Nov 78

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) -- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Comprehension, *Critical Reading, Language Skills, *Literary Analysis, Psycholinguistics, *Reading Comprehension, *Reading Processes, Reading Skills, *Semiotics, Written Language

The "individual forming meaning with a text" is a private and fundamental semiotic process involving relationships among text, individual, and meaning. Prior to an individual's use of language for aesthetic purposes lies the presupposition of the aesthetic language act that the individual approaches the text expecting to work and be rewarded. Developmental semiotic structures remain the semiotic means for all occasions of representation for personal conceptual growth and for communication. While ordinarily the mature language user's inner semiotic activity functions minimally, the pressures of certain rhetorical situations place special demands on individuals' interior semiosis. The hiatus between the ordinary use of language and the aesthetic use enables the perceiver to commence work on the text. Clues point in two directions to absent fictive attributes, vertically across both systems and horizontally in pace with the temporal progression of the fiction. (DF)

ED 173 888 CS 502 548

Cureton, Bob

Mediator, Process Consultant, Etc.: Communication Applied in the Staff Development Coordinator's Role.

Pub Date-Nov 78
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Communication Skills, *Coordinators, Educational Programs, Group Dynamics, Higher Education, *Job Training, *Organizational Communication, *Residential Schools, *Staff Improvement

The duties of a staff development coordinator at a large residential school for the mentally retarded consist of planning, coordinating, and implementing all training for employees. Such a person must function in the multiple roles of educator, process consultant, mediator, troubleshooter, and manager. Training for such a position should include courses that provide understanding and skills in group dynamics, conflict management, person perception, organizational communication, and supervisory management. Many traditional businesses promote people to training positions from within the company, which might require a specialist to accept a lesser position and work up the ladder. A training director can use such structured experiences as role-plays, case study analyses, and group problem solving, but these must relate to actual job situations. Training for such a position should be practical and situational. (TJ)

ED 173 869 CS 502 561

Edeani, David O.

Communication and Other Critical Predictors of Orientation to Change: A Multivariate Analysis.

Pub Date-May 79

Note-34p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Community Change, Demography, Economic Change, *Individual Characteristics, Mass Media, *Public Opinion, Rural Population, *Social Change, *Socialization

Identifiers-*Communication Research

A study was conducted to examine the contributions to the determination of individuals' orientation to change made by such factors as the individuals' demographic, social structural, personality, and cognitive characteristics. Data were collected in a field sample of 159 adult residents of New Athens, Illinois, a town of 2,000 inhabitants near which the federal government had announced plans to build the nations' largest coal gasification plant, with predicted economic and social changes. The questionnaire used contained forced choice and open-ended items on such factors as age, education, occupation, income, social structural outlook, level of fatalism, communication behavior (mass and interpersonal), and degree of importance attached to the object of change. Results indicated that mass media exposure and interpersonal communication have predominant impact on the process of individual modernity; that as a personality characteristic, fatalism plays an important role in the process of individual modernity although its impact is mediated by a number of intervening variables, including group membership; and that in a rural community in a highly-developed country, the variables which determine the individual's level of modernity are the same as those which account for such modernity in less-developed countries. (DF)

ED 173 870 CS 502 569

Pearson, Judy C. Yoder, Donald D.

Public Speaking or Interpersonal Communication: The Perspective of the High Communication Apprehension Student.

Pub Date-May 79

Note-24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, College Students, Enrollment, Fear, Higher Education, *Interpersonal Competence, *Public Speaking, *Speech Communication, *Student Attitudes, Student Behavior

Identifiers-*Communication Apprehension, *Communication Research

Of 782 undergraduate students enrolled in either interpersonal communication or public speaking courses, the 125 students scoring high in communication apprehension were retested upon completion of the courses and analyzed for their responses to a student attitudes survey. Significantly greater numbers of the high communication apprehensive (HCA) students enrolled in the interpersonal communication course rather than the public speaking course, even when controlling for curriculum requirement as a factor in course selection. The HCA students also perceived greater threat in the public speaking course than in the interpersonal communication course. Data from pretest-posttest comparisons did not show that HCA students overcame their communication apprehension more noticeably in an interpersonal communication course than in a public speaking course. (RL)

ED 173 871 CS 502 571

Hinterkopf, Elfie Brunswick, Les

Teaching Mental Patients to Use Interpersonal Communication Skills with Each Other.

Pub Date-May 79
Note-28p.; Paper presented at the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Behavior, Behavioral Science Research, Communication (Thought Transfer), *Counseling, *Helping Relationship, *Institutionalized Persons, Interpersonal Competence, *Interpersonal Relationship, Listening Skills, *Mental Illness, Patients (Persons), Psychotherapy, *Training
Identifiers-*Communication Research

A study was conducted to investigate the effects of teaching mental patients to use client-centered and experiential therapeutic skills with each other. To determine whether these skills could be learned, the 42 patients were pretested and posttested using the Hinterkopf-Brunswick Talker and Helper Rating Scales. The patients were randomly assigned to either an experimental or a control group. The results indicated that patients in the experimental group were successful in learning the majority of skills taught. Administration of the Discharge Readiness Inventory revealed significant improvement in experimental group subjects as compared to control group subjects on community adjustment potential, while no significant differences were found on other Discharge Readiness Inventory scales, such as psychosocial adequacy, belligerence, or manifest psychopathology. In addition to statistical results, patients reported other beneficial effects from the training. (Author)

ED 173 872 CS 502 572

Putnam, Linda L. And Others

Communication and Conflict in Organizations: The State of the Art.

Pub Date-May 79

Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication Problems, Communication Skills, *Conflict, *Conflict Resolution, *Organizational Communication, *Research Methodology, Research Needs, Research Problems, Speech Communication

Identifiers-*Communication Research

During the past 15 years, most studies dealing with communication and conflict in organizational settings have used a bargaining context while integrating assumptions from game theory, information processing, developmental approaches, and systems theory into their research designs. These studies also reflect four communication topic areas, including network and channel communication, control of information, perception of messages, and communication strategies. The studies all integrate conflict communication with cooperation and conflict, such that some communication patterns emerge. Communication that promotes cooperation is face to face and free of distortion, shows increased availablity and information disclosure, provides more concessions and proposals, and contains promises, recommendations, positive language, and open-ended questions. Communication that leads to competition contains inadequate conflict management practices, insufficient exchange of information, threats from low- to high-power participants, incompatible personal styles and power levels, irrelevant arguments, forcing, withholding, compromising, facial gaze, and close proximity. Since methodological and theoretical deficiencies have hindered meaningful growth in this subject area, a multidimensional approach may be warranted in future research. Such an approach would test for interaction effects among such variables as position power, message strategies, and type of conflict situation. (RL)

ED 173 873 CS 502 574

Hellweg, Susan A. Churchman, David A.

Grants Seeking Barriers and Solutions for Community College Faculty.

Pub Date-Nov 79
Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (San Antonio, Texas, November 10-13, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Change, Administrative Policy, Change Strategies, Community Colleges, *Educational Finance, *Faculty Development, Faculty Workload, *Financial Support, *Grants, Higher Education, *Project Applications, *Research Proposals, School Funds

Six major barriers face scholars in community colleges who seek grant monies; however, certain policy solutions can eliminate these barriers. Increased instructional workloads, less diversified faculty resources, lack of administrative encouragement or assistance in grants development, faculty attitudes against grantsmanship, and superfluous institutional obstacles can be overcome by appropriate restructuring of campus attitudes, priorities, and organizational principles. Specific corrective policies include the following: provide faculty with formal instruction in writing competitive proposals; help faculty identify possible sources of funds and complete proposals; reduce the number of signatures required for submitting proposals to two or three; budget funds to reduce faculty courseload during projects; publicize success with grants to stimulate interest in seeking grants; strengthen links with federal agencies, local industry, and nearby major research universities; provide funds from campus overhead accounts to academic departments for the development and implementation of grant proposals; and identify characterisitcs of the school that enhance the probability of acquiring grants. (A list of grant programs available to community colleges is appended.) (RL)

ED 173 874 CS 502 575

Jeffers, Dennis W. And Others

The Determination of TV Viewing Patterns in a Mental Hospital and Comment on Therapeutic Applications of This Constant Companion.''

Pub Date-May 79

Note-37p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer), Institutionalized Persons, *Mass Media, Media Research, Mental Health, *Mental Health Programs, Mental Illness, Psychiatric Hospitals, *Television, *Television Viewing, *Therapy

In view of recent studies of media use in mental hospitals showing that television is the predominant mass medium and one with great potential for therapy, a study was conducted to determine the patterns of television viewing in this environment. A total of 1,204 observations were made in five lounges on two wards of a mental hospital. Correlational analysis was used to determine the relationship of those viewing patterns to the patterns of other mass communication, interpersonal communication, and intrapersonal communication activities also taking place. The results indicated that there were certain structural forces, including scheduling of hospital activities and patient participation, that operated in the hospital to determine the patterns of these activities. Implications for the therapeutic use of television in the mental hospital include taking advantage of existing programing to teach patients how to watch television effectively, and developing therapeutic television programing using videocassettes and cable television. (DF)

ED 173 875 CS 502 576

Pearson, Judy C.

The Influence of Sex and Sexism on the Criticism of Classroom Speeches.

Pub Date-May 79

Note-29p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Public Speaking, Secondary Education, *Sex Discrimination, Sex Stereotypes, *Speech Communication, *Speeches, *Speech Evaluation, *Student Evaluation, *Teacher Attitudes

Identifiers-*Communication Research

Two variables that may affect speech criticism were studied: the sex of the speaker and the rater's attitude of sexism. An ancillary study concerning the effect of the sex of the teacher was also undertaken. The study included the development of an instrument to measure sexism, which revealed some of the effects of sex and sexism on the criticism of classroom speeches. Sexist speech teachers were classified as those who perceived maximum differences between persons based on sex roles. Four male and four female teachers who perceived maximum differences between male and female sex roles and four male and four female teachers who perceived minimal differences cooperated in the study. The results indicated that in speech critiques, sexist speech teachers wrote a significantly smaller number of comments than did nonsexist teachers. It was also noted that male students received a significantly lower proportion of positive comments than did female students from both sexist and nonsexist teachers. (MKM)

ED 173 876 CS 502 577

Beebe, Steven A.

Nonverbal Communication in Business: Principles and Applications.

Pub Date-Apr 79
Note-27p.; Paper presented at the Annual Meeting of the Midwest Business Administration Association (Chicago, Illinois, April 4-7, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business Communication, *Communication Skills, Environmental Influences, *Interpersonal Relationship, *Nonverbal Communication, Organizational Communication, Organizational Effectiveness, *Speech Communication

Nonverbal communication variables play a major role in affecting the meaning of messages in business communication contexts. Consequently, business communicators need to have a general understanding of nonverbal communication and to recognize how such behaviors as body posture and movement, eye contact, facial expression, seating arrangement, vocal cues, spatial relationships, and personal appearance affect the ways their verbal messages are received by others. Quite often nonverbal communication provides ``metacommunication,'' or communication about communication, serving to repeat, contradict, substitute, complement, accent, and regulate verbal communication. If business communicators want to ascribe meaning to others' nonverbal behaviors, they should take care to interpret the nonverbal message in its proper context, realizing that people respond differently to different stimuli and that some nonverbal behaviors vary in meaning across cultures. Businessmen can apply their understanding of nonverbal communication to personal interviews to show their true feelings of immediacy, potency, and responsiveness, to relax others, and to achieve maximum effect from the interview situation. They can also observe and adjust seating arrangement, room decor, and eye contact between group members to increase productivity at conferences and in small group discussions. (RL)

ED 173 877 CS 502 582

Allen, Richard L. Chaffee, Steven H.

Mass Communication and the Political Participation of Black Americans.

Pub Date-May 79

Note-39p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979); Table I will note reproduce due to small type

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Blacks, *Citizen Participation, *Information Seeking, *Information Sources, Mass Media, Media Research, *News Media, *Political Socialization, Predictor Variables, Reading Habits, Television Viewing

Identifiers-*Communication Research

Data from personal interviews with 268 black adults living in predominantly black neighborhoods of San Francisco, California, were used to examine the relationships among political participation, media exposure, and various individual characteristics. Results showed that reading general news magazines had the strongest interaction with the three political involvement variables, reaching statistical significance in every equation. Another consistent predictor was the reading of black-oriented news magazines. Viewing black-oriented public affairs television programs was specifically associated with campaign participation. Exposure to general public affairs on television was notable for its consistent lack of association with any of the political participation variables. The only noteworthy predictors of media use were age and education, while news magazine and newspaper use are associated with higher income, but not significantly so. Psychological measures in the study made minimal contributions to the understanding of blacks' political participation. These findings suggest that media exposure, rather than being an independent variable, facilitates the activation of background and psychological variables into political participation. (RL)

ED 173 878 CS 502 583

Noll, Roger G.
Television and Competition.
California Inst. of Tech., Pasadena.
Pub Date-Dec 78
Note-31p.; Paper presented at the Federal Trade Commission Symposium (Washington, D.C., December 14-15, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Broadcast Industry, Cable Television, Commercial Television, *Competition, *Economics, *Federal Regulation, Networks, *Programing (Broadcast), Public Policy, *Television

The television industry is characterized by numerous imperfections in market competition. The spectrum allocation policy of the Federal Communications Commission (FCC) assures that there will be only three national television networks; consequently in nearly all markets these stations account for 75% to 100% of revenues. These networks in turn control the most lucrative prime-time outlets for programing, thereby accounting for most of the sales of program producers and for more than half of television advertising sales. The economic and political position of the network is enhanced by the network-owned affiliates located in markets serving more than 20% of the nation's population. The uniqueness of television advertising and the tight oligopoly in television creates increased market concentration in various consumer industries that find television advertising particularly powerful. Competition in time is important in determining viewer satisfaction, the impact of a particular advertising or cultural message, and economic rents demanded by especially popular programs. Possible remedies for imperfect competition include increasing the number of networks, relaxing cable television regulations, limiting networks' access to prime-time programing, and undertaking antitrust action against the three major networks. (DF)

ED 173 879 CS 502 584

Kaufman-Everett, Ileen Backlund, Philip M.
A Descriptive Study of Speech Education Programs for Novice Instructors.
Pub Date-May 79
Note-10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Teachers, *Graduate Students, Higher Education, *Preservice Education, *Speech Communication, *Teacher Education, *Teaching Assistants, Teaching Quality

A study was conducted to determine how well speech communication departments prepare graduate teaching assistants to teach basic communication courses. Questionnaire responses were obtained from 124 graduate departments of speech communication or theater on the number of teaching assistants, their responsibilities, the percentage of undergraduates taught by teaching assistants with sole or primary responsibility for the course, and the nature and extent of formal teacher training required for graduate assistants. The results indicated that two-thirds of the responding departments offered some type of formal training; slightly more than one-half of graduate assistants received instruction on lecture and experiential learning methods, as well as on curriculum development; and two-thirds of the training is of short duration less than a full quarter or semester in length. The results do not indicate that all teaching assistants are being adequately prepared to teach. (DF)

ED 173 880 CS 502 585

Jones, John Alfred

Teaching Leadership Strategies for Conflict Reduction in Small Groups: A Beginning Exercise.

Pub Date- 74
Note-9p.; Exercise prepared at the University of Illinois at Chicago Circle
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Skills, *Conflict Resolution, Decision Making, Discussion Groups, Group Activities, Group Behavior, *Group Discussion, *Group Dynamics, Group Relations, Higher Education, Interpersonal Competence, Interpersonal Relationship, *Leadership Training, Speech Communication

A conflict resolution exercise has been developed for use in leadership training in small groups. The objectives of the exercise are to provide a decision-making experience in an environment that requires numerous applications of conflict reduction, to enable participants to apply strategies for dealing with specific conflict disruptions that arise in a small group, and to encourage evaluation and discussion of each group leader's adjustive actions in attempting to reduce conflict. Groups of four to six members meet for 30 to 60 minutes and one member other than the leader draws a conflict card to determine his or her role in the discussion of a prepared topic. The conflict card roles represent several typical disruptive types, including excessive talker, mind changer, poor listener, complainer, arguer, power usurper, and ignoramous. Discussion participation continues until the leader has attempted at least one adjustment to the conflicting role player. At that point, the leader stops the discussion of the topic, the role player states the conflict role, the group leader explains his or her attempts to reduce the conflict, and group members evaluate these efforts and make alternative suggestions. (DF)

ED 173 881 CS 502 586

Ternent, William A.
Approaching the Comparison of Competing Studies.
Pub Date-Oct 77
Note-27p.; Paper presented at the Northeastern Educational Research Association/National Council of Measurement in Education Conference (Ellenville, New York, October 26-28, 1977); Not available in paper copy due to marginal legibility of original document; Figure 1 may not reproduce well due to small type
Pub Type- Reports - Descriptive (141) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), *Literature Reviews, *Organization, *Research Criteria, *Research Methodology, Research Problems, Research Reviews (Publications), *Social Science Research, *Speech Communication, Technical Writing

This paper addresses the problems posed by the staggering volume of research in human communication and by vital supportive studies in social and behavioral sciences, as well as the difficulties in comparing competing studies to determine greatest usefulness and merit. The paper describes an approach to the systematic consideration and evaluation of competing research that focuses on improving the internal structuring of certain segments of the review of research literature such as the sorting and classification of documents based on the researcher's focus, range of convenience, and the purpose and nature of the reported research, as well as the comparison and analysis of competing studies. (DF)

ED 173 882 CS 502 587

Anapol, Malthon M., Ed.

Theme Issue on Health Communication.

Metropolitan Washington Communication Association, Washington, D.C.
Pub Date-79
Note-38p.; Best copy available
Journal Cit-The Encoder; v6 n2 Entire Issue Winter 1979
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anemia, Birth Rate, *Communication Problems, *Communication Skills, Dentistry, Foreign Countries, Headlines, *Health Education, Health Needs, *Information Dissemination, Needs Assessment, News Reporting, Preschool Children, *Special Health Problems, *Speech Communication, Therapy
Identifiers-India

The five articles in this publication address the following topics: the need for effective communication in the dental office, communication skills among preschool children with sickle cell disease, the use of qualifiers in medical headlines, population communication in India, and the effectiveness of a home care program in facilitating therapy for communication disorders that occur as a result of cerebral vascular accident (CVA). (FL)

Corsetti, Renato, Comp. And Others
Language and the Right to Communicate.
Universal Esperanto Association, Rotterdam (Netherlands).
Pub Date-78
Note-38p.; Several pages contain light print
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Skills, *Global Approach, *International Organizations, *International Programs, Language Handicaps, Language Skills
Identifiers-*Esperanto, *International Communication, UNESCO

Drawn from the proceedings of the Sixty-second World Congress of Esperanto, the items in this publication focus on language and the right to communicate. Its contents include a discussion paper on the right to communicate, emphasizing the linguistic aspects of international communication; an address by the Director-General of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) surveying the work of that organization in the area of international communication; and summaries of addresses on the ways in which language differences hinder cooperation among nations, UNESCO and linguistic communication, and language and the democracy of communication. A summary of the principal views expressed by the participants in the Congress, recommendations for steps to be taken by organizations concerned with the right to communicate, and a resolution adopted by the Congress calling for national Esperanto associations to support the work of UNESCO are included. (FL)

ED 173 884 CS 502 589

Ritter, Ellen M.

Speech Communication Activities, K-12. Language Arts Monograph.

Illinois State Office of Education, Springfield.
Pub Date- 75
Note-24p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication Skills, Educational Resources, Elementary Secondary Education, *English Instruction, *Language Arts, *Language Skills, Nonverbal Communication, *Speech Instruction, Teaching Techniques

The aim of this publication is to provide practical suggestions for elementary and secondary teachers who wish to teach speech as part of language arts or English courses. Following discussions of the importance of speech instruction and of general methods for teaching speech communication at the elementary, junior high school, and senior high school levels, the publication suggests and describes numerous learning activities. The activities are grouped according to two levels elementary grades, and junior high and secondary level and are subdivided in each section into activities for teaching basic communication process (sending/receiving), for nonverbal communication, for problem solving, and for extending and expanding communication skills in a variety of experiences. Suggestions for incorporating speech instruction into the traditional language arts curriculum are then provided. The publication includes a selected bibliography of relevant works and lists of other resources, including audiovisual aids, magazines for teachers, and professional organizations. (GT)

ED 173 885 CS 502 592

Savage, Arthur L., Jr. And Others

Leadership and Employee Attitudes: A Study in a Television Setting.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Commercial Television, Employee Attitudes, Employer Employee Relationship, *Job Satisfaction, Labor Turnover, *Leadership, *Organizational Communication, Personnel Management, Supervisory Methods, *Television Research, *Work Attitudes

Five hundred two employees of 20 television stations (47% response rate) completed a 90-item questionnaire in a study designed to determine their level of job satisfaction as well as the extent to which their perceptions of organizational and interpersonal relationships were similar to those reported in previous studies by employees of other commercial enterprises. The job satisfaction variables examined were task simplicity, instrumental and supportive leader behavior, need for achievement and for autonomy, satisfaction with work and with supervisor, and beliefs about the effect of degree of effort on quality of performance and attainment of rewards. Analysis of the data indicated that the employees' job-related attitudes were not notably different from those of persons employed in other enterprises, that persons who perceived their jobs as relatively simple had generally low levels of job satisfaction, that those subordinates whose leaders were perceived to be friendly and supportive were significantly more satisfied with their jobs and supervisors than those whose leaders were not so perceived, and that employees with a high need for achievement were relatively satisfied with their work. The study provides a basis for the inference that improved management techniques that have created more positive employee attitudes in other areas might have the same result in television stations, providing a possible solution to the currently high turnover rate among television station employees. (GT)

ED 173 886 CS 502 595

Sigman, Stuart J.

Who Pushed the Button to Drop the A-bomb? Contexts and Conversation in a Nursing Home.

Pub Date-May 79

Note-27p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns, *Communication (Thought Transfer), Ethnography, *Institutionalized Persons, *Interaction Process Analysis, *Nursing Homes, *Social Isolation, Social Relations, Social Structure, Speech Communication, Staff Role

Identifiers-*Communication Research, *Conversation

A five-month ethnographic study of conversations in a Philadelphia nursing home revealed some of the rules governing situationally appropriate conversational behavior. The social communicational perspective of the study differed from both psychological and discourse analysis approaches. Analysis of the data indicated that sustained resident/resident and resident/staff conversations were rare, that male/female resident contact was discouraged by staff members and feared by female residents, and that staff/patient conversational relationships centered around three broad nursing home-related topic categories. In addition, patients' discussion of personal topics was legitimated in only a few types of situations, discussion of personal lives by both residents and staff appeared to be appropriate only in the beauty parlor or physical therapy rooms, and in most situations there appeared to be normative sanctions against residents asking ``personal'' questions of staff or visitors. Staff members overtly excluded patients from their own conversations, citing residents' lack of interest in the types of topics staff members discussed an observation contradicted by the researcher's own observations of residents' interests. It appeared that both residents and staff were subject to slightly different but complementary rules that produced the patterns noted. (GT)

ED 173 887 CS 502 600

Gouran, Patrick D.

Methods for Evaluating the Performing Arts (Artists) in the Academic Setting.

Pub Date-Apr 79

Note-28p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Teachers, Creative Activities, *Drama, Drama Workshops, Evaluation Criteria, *Evaluation Methods, Faculty Workload, Higher Education, *Teacher Evaluation, *Theater Arts

Methods for evaluating the creative endeavors of performing artist-educators in the academic setting are suggested in this paper. The following topics are discussed: the problems involved in evaluating artist-educators with an academic yardstick; factors that cause problems in evaluating performing artist-educators' work; the need to educate evaluators about the complexity of the performing arts; the benefits to performing artist-educators of submitting work to conventional research outlets; the responsibility of performing artist-educators to establish and clarify the criteria by which they are to be evaluated; possible instruments for evaluation; and ways that performing artist-educators can document the value of their work. Included with the paper are the following items: a scale for rating the directing, acting, background and technical aspects, lighting, and costumes of a performance in the American College Theatre Festival; a questionnaire to be used by Iowa State University Theatre actors in assessing their theatre directors and their experience acting in a theatre production; a description of a drama workshop offered by the Iowa State University Theatre; an evaluatory questionnaire for organizations that have hosted drama workshops; and data indicating the total number of hours of work individually contributed by cast members, production crews, theatre and stagecraft students, and employees in staging a theatrical performance. (GT)

ED 173 888 CS 502 601

Barton, Robert

Strutting and Fretting: Shakespeare and the Novice Actor.

Pub Date-Aug 79
Note-18p.; Paper presented at the Annual Meeting of the American Theatre Association (New York, New York, August 12-15, 1979)
Pub Type- Reports - Research (143) - Guides - General (050) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acting, Characterization, *Drama, *Dramatics, Higher Education, Teaching Techniques
Identifiers-*Shakespeare (William)

A survey of approximately 450 novice Shakespearean actors was undertaken to determine what could be learned from a careful study of the initiation of new performers acting Shakespeare that might be helpful to others. The findings revealed that the typical initiate perceives acting Shakespeare as different from other acting, indicates a definite belief that knowledge of verse is essential (but usually can't explain iambic pentameter correctly), feels that voice is the most significant element, and has a moderately paranoid attitude toward British actors. In addition, it was discovered that at the end of the first experience, most performers saw the task as demanding more energy and work than they had anticipated. The results suggest that the performer who can be both spiritual and earthy will be best suited to perform Shakespeare. (Emphasizing the similarities between Shakespearean plays and American musicals is noted as a technique to aid actors in performing and a game called ``Shakespeare Country,'' in which the actors engage in conversation about contemporary topics using Shakespearean phrases and language style during rehearsal time, is suggested to make the language seem more real to the cast.) (MKM)

ED 173 889 EA 011 439

Lindelow, John

Educational Vouchers. School Management Digest Series 1, No. 17.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-63p.
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Alternatives, *Education Vouchers, Elementary Secondary Education, Models, Parochial School Aid, Program Development, School Segregation, State Church Separation, Student Costs
Identifiers-California (Alum Rock)

This review of research and other literature on educational vouchers provides an overview and history of the voucher concept and voucher programs. The author first looks at several existing versions of the voucher idea, such as the G.I. Bill and Denmark's free schools. California's Alum Rock voucher experiment is evaluated, with suggestions about the obstacles preventing the program from becoming a real voucher system. Comments from an interview with voucher expert Christopher Jencks elucidate the report. Emphasizing that voucher models differ in more ways than they agree, the author explains and compares six proposed voucher program models. Particular attention is given to the ``Family Choice'' model that proponents hope to see on the June 1980 California Ballot. Included are quotes from a telephone interview from John Coons, father of the model. Issues discussed include the question of whether a voucher system would violate the separation of church and state, promote segregation, raise the cost of education, or encourage unethical speculators to open schools. The author concludes that the voucher concept is still vigorous and has not yet had a fair trial. (Author/JM)

ED 173 890 EA 011 570

Radnor, Michael And Others

Research, Development and Innovation: Contextual Analysis. Part One.

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary
  Study of Science and Technology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Contract-400-76-0110
Note-183p.; For related documents, see EA 011 571-572
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administration, Communication (Thought Transfer),
  Comparative Analysis, Environmental Influences, Evaluation,
  Information Dissemination, *Innovation, Marketing, Needs Assessment,
  Objectives, Personnel, Policy, Production Techniques, Program
  Development, *Research, *Research Utilization, Theories
Identifiers-*Research and Development, Research Development and
  Innovation

Part 1 of a three-part volume for research and development (R & D) systems researchers, this report attempts to provide a basic understanding of the process of contextual analysis for research, development, and innovation. The term research development and innovation'' (RD & I) is used to describe the total process of innovation of which R & D is only a part. Chapter 1 discusses the nature of and bases for a contextual analytical approach to RD & I and describes the comparative contextual analysis framework developed here. The contextual analysis is intended to be a framework for comparison that reveals differences or commonalities in RD & I systems across sectors. A sector is defined as a field of interrelated activities such as the fields of industry, aerospace, or education. The context of RD & I is defined as the totality of features (or significant aspects) of RD & I. A contextual analysis rests on the assumption that each feature affects and is affected by all other features. Chapter 2 analyzes the features that make up the total context of RD & I. These features are environmental influences; historical development; institutional base; goals, policies, and strategies; administrative processes; personnel base; funding; information flow; innovations; and functions. Identified as functions of RD & I are need identification, generation or research, development, production, marketing or dissemination, acquisition, implementation or utilization, support services, and evaluation research. (Author/JM)

ED 173 891 EA 011 571

Radnor, Michael And Others

Research, Development and Innovation: Contextual Analysis. Part Two.

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Contract-400-76-0110
Note-355p.; For related documents, see EA 011 570-572; Chapter 7 may not reproduce clearly due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Administration, *Aviation Technology, Communication (Thought Transfer), Comparative Analysis, Educational Research, Environmental Influences, Evaluation, *Health Services, Information Dissemination, *Innovation, Marketing, Medical Research, Needs Assessment, Objectives, Policy, Production Techniques, *Research, *Research Utilization, Theories
Identifiers-*Criminal Justice System, *Research and Development, Research Development and Innovation

Part 2 of a three-part volume for research and development systems researchers, this report attempts to apply the contextual analysis framework of research, development, and innovation (RD & I) activities presented in Part 1. The authors make a detailed analysis of RD & I activities in the sectors of education, civilian aviation, health, and criminal justice. RD & I in each sector is analyzed in terms of each of the contextual features of RD & I identified in Part 1. The important features of RD & I examined are environmental influences; historical development; institutional base; goals, policies, and strategies; administrative processes; personnel base; funding; information flow; and innovations. The functions of RD & I examined in each sector are need identification, generation or research, development, production, marketing or dissemination, acquisition, implementation and utilization, support services, and evaluation research. A final chapter presents in table form a comparative summary of the contextual analyses of all four sectors. The table is intended to provide insight into the similarities and differences in RD & I across sectors. (Author/JM)

ED 173 892 EA 011 572

Radnor, Michael And Others

Research, Development and Innovation: Contextual Analysis. Part Three.

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 77

Contract-400-76-0110

Note-228p.; For related documents, see EA 011 570-571; Some figures may not reproduce clearly due to small print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Comparative Analysis, History, *Innovation, Organizational Theories, Organizations (Groups), Policy Formation, *Research, *Research Utilization, Theories

Identifiers-Policy Analysis, *Research and Development, *Research Development and Innovation

Part 3 of a three-part volume for research and development systems researchers, this report shows how the contextual analytical approach presented in Part 1 may be used to analyze specific research, development, and innovation (RD & I) issues. Chapter 8 (the first chapter of this part) focuses on the institutional bases of RD & I systems with particular attention being given to how the RD & I functions (presented and explained in Part 1) are clustered together within and among the institutions of RD & I systems. Chapter 9 focuses on the issue of entrepreneurship as it relates to the historical and current state of development of RD & I systems. Chapter 10 discusses issues relevant to implementation and utilization, including the structural attributes of user organizations. Chapter 11 illustrates the use of the contextual analysis framework for policy analysis. Brief summaries are given of policy analyses provided to the National Institute of Education. Chapter 12 reviews the contextual analysis framework. (Author/JM)

ED 173 893 EA 011 773

Stone, Franklin D.

Educational Administration: International Movement.

Haifa Univ., Mount Carmel (Israel). Center for Educational Administration.

Pub Date-78

Note-20p.; Not available in paper copy due to light print of original document

Journal Cit-Studies in Educational Administration and Organization; n7-8 p18-28 Sum 1978

Pub Type- Journal Articles (080) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Administration, International Organizations, *International Programs

Identifiers-Commonwealth Council for Educ Administration, International Institute for Educational Planning, University Council for Educational Administration

The field of educational administration is achieving the status of an international movement. Although most voluntary educational administration organizations are not international, the exceptions are the University Council for Educational Administration (UCEA) and the Commonwealth Council for Educational Administration (CCEA). The UCEA was formed in 1958 among a consortium of universities in Canada and the U.S. In 1966 the first session of the International Intervisitation Program (IIP) was held in Ann Arbor, Michigan. The CCEA formally started in 1971 following a show-of-interest meeting at the third IIP in Australia. Two other organizations deal with problems addressed by educational administrators. One is International Management Training for Educational Change (IMTEC) in Oslo, Norway. The other is the International Institute for Educational Planning (IIEP) in Paris. Several educational administration periodicals are considered international. The development of educational administration as a field of study, teaching, and research began in the U.S. followed shortly by Canada. Australia and the United Kingdom developed programs and stimulated advanced programs in other countries. Owing to worldwide crises in education, international writers throw out challenges for action in the development of modern educational administrators. With the study of educational administration emerging throughout the world, the challenge is beginning to be met. (Author/JM)

ED 173 894 EA 011 774

Willower, Donald J.

Inquiry on School Organizations: Some Hunting Stories.

Haifa Univ., Mount Carmel (Israel). Center for Educational Administration.
Pub Date-78
Note-20p.
Journal Cit-Studies in Educational Administration and Organization; n7-8 p43-55 Sum 1978
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Management, Discipline, *Educational Research, Elementary Secondary Education, Measurement Instruments, *Measurement Techniques, Organizational Theories, *Research Methodology, Research Problems, *Social Science Research

In this essay, inquiry concerning school organizations is likened to a hunt and some ``hunting stories'' are told. The stories deal with two areas of inquiry related to pupil control. One area is concerned with the instruments that serve as operational definitions or measures in the author's pupil control research. The other was concerned with a particular subcategory of the pupil control research ``pluralistic ignorance.'' The author's intention was to demonstrate that inquiry is not a logical cut and dried set of procedures but rather features the unexpected and the enigmatic. An integral part of the process is the testing of the ideas generated to determine if they are empirically warranted, an activity that ordinarily requires substantial decision-making. The two areas of research correspond in a rough way to the two parts of the process of inquiry and illustrate the problematic nature of each. (Author/JM)

ED 173 895 EA 011 776

Lynch, Patrick D.
Thoughts on Reforming Professional Bureaucracies. Summary.
Haifa Univ., Mount Carmel (Israel). Center for Educational Administration.
Pub Date-78
Note-19p.; Not available in paper copy due to light print of original document
Journal Cit-Studies in Educational Administration and Organization; n7-8 p75-87 Sum 1978
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bureaucracy, Change Strategies, *Humanization, Human Services, Organization, *Organizational Change, Organizational Theories, *Professional Services, Social Services
Identifiers-Professional Client Relationship, Theory versus Practice

The humanization of bureaucracies is essential in modern society. Traditionally, the training of administrators has emphasized three models of organizations. The first is the productivity model, the second model assumes that fulfilling the needs of organizational members will increase client satisfaction, and the third assumes a stable environment that can be manipulated by attending to selected clients. In the past, professionals have shaped bureaucracies to their own ends and away from a primary aim of service to people. Four reforms of bureaucracies are advisable: (1) promoting norms that support professional science, satisfaction for the actors in the bureaucracy, and effective service to clients, (2) considering some organizations expendable, especially those that are inhumane to actors or clients, (3) replacing the ideal of the cosmopolitan upwardly mobile professional with that of a cosmo-local'' who is committed to the present job setting and client relationships as well as to professional effectiveness, and (4) restoring excellence of service to clients by developing and relating the three kinds of knowledge that may be called gnosis'' (theory and scientific development), episteme'' (skill or knowledge application), and logos'' (explanation of the relation between theory and skill). Four types of professionals can be identified by a classification system using the types of knowledge they emphasize (episteme or gnosis) and the type of orientation they have (client-community or science). (Author/JM)

ED 173 896 EA 011 777

Cunningham, Luvern L.

Systematic Approaches to the Management and Governance of Urban Education.

Haifa Univ., Mount Carmel (Israel). Center for Educational Administration.

Pub Date-Oct 76

Note-32p.; Not available in paper copy due to light print of original document

Journal Cit-Studies in Educational Administration and Organization; n7-8 p88-105 Sum 1978

Pub Type- Journal Articles (080) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizen Participation, *Citizens Councils, *Decision Making, Educational Problems, Leadership, Problem Solving, *Urban Education

Identifiers-Decision Seminars

Several systematic approaches to problem-solving hold promise for urban education. These include proactive leadership, third parties as problem solvers, citizen involvement, and the decision seminar. Proactive leadership is required to assure educational opportunity constructed upon the companion principles of equity and quality. One example of proactive leadership is the establishment of third-party citizen problem-solving groups. Such citizens groups in some respects negotiate the public interest among boards of education, school employees, students, parents, citizens, the state and even federal interests. To solve problems, third parties employ the strategies of leading, convening, accessing, mediating, linking, proxying, catalyzing, reporting, and implementing. The decision seminar is a disciplined structure for the analysis of problems and the projection of alternatives. Typical goals are to improve problem-solving, to supplement the knowledge and experience of participants, to construct an analytical framework through which participants can integrate problems, and to establish information-gathering and evaluation systems. The seminar employs the classic elements of the problem-solving process. (Author/JM)

ED 173 897 EA 011 778

Cusick, Philip A. And Others

Organizational Structure and Student Behavior in Secondary School.

Haifa Univ., Mount Carmel (Israel). Center for Educational Administration.

Pub Date-78

Note-22p.; Not available in paper copy due to light print of original document

Journal Cit-Studies in Educational Administration and Organization; n7-8 p106-18 Sum 1978

Pub Type- Journal Articles (080) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alternative Schools, *Behavior Problems, Comprehensive High Schools, Conflict, Group Behavior, *High School Organization, *Organization, Organizational Communication, Organizational Effectiveness, School Size, Secondary Education, *Student Behavior, Student Role, Student Teacher Relationship

Identifiers-Conflict Management

This report presents findings from four studies of adolescent behavior in high schools. A basic assumption was that organization structure has strong effects on behavior. The authors concluded that the large comprehensive high school's organization structure with emphasis on teacher initiated action, routine batch processing, and reliance on maintenance procedures creates a lot of time when students are required to do little more than be present. They use this time to carry on informal small-group activities. The organizational structure helps to keep these small groups separated. The student behavior in turn affects these organizations giving them a ``low level of existence'' or a lack of vitality, limited ability to control behavior, and inability to recognize or tolerate conflict. In contrast, the authors found that the organization of a small alternative high school produced more involvement in school activities, less class cutting, and fewer discipline problems. This organization possessed a ``high level of existence'' or vitality and ability to tolerate conflict. Contributing to the success of the organization were face-to-face interaction, commonness of purpose, and student freedom. In spite of advantages, the authors concluded that larger traditional schools would find the alternative program too radical for widespread adoption. (Author/JM)

ED 173 898 EA 011 780

Classroom Discipline. Research Action Brief Number 5.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Behavior Problems, Change Strategies, *Class Management, Discipline, Discipline Problems, Secondary Education, Secondary School Students
Identifiers-Information Analysis Products

This Research Action Brief describes five studies designed to test techniques for decreasing disruptive student conduct in the secondary school classroom. The two behavior modification studies discussed showed strong positive results. Questions remain, however, concerning the permanence of behavior changes that are dependent on reward systems and concerning the wisdom of associating appropriate behavior with rewards not intrinsic to the behavior itself. The two humanistic studies in class management concentrated on the rapport created between students and teachers. The first involved teaching communication techniques to teachers, while the second revealed that alternative schools suffer from far fewer disciplinary problems than do traditional schools. The fifth study combined elements of both types of approach. A high level of interaction between teacher and student, derived from humanist thinking, was used as the reward in a system derived from behavior modification. (Author/PGD)

ED 173 899 EA 011 866

Valentine, Charles F.

A Program to Reduce Vandalism and to Improve Student Behavior at Vineland High School North.

Pub Date-Nov 78
Note-40p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Change, *Change Strategies, *Discipline Policy, *Discipline Problems, School Security, *School Vandalism, Secondary Education
Identifiers-Vineland High School North NJ

New Jersey's Vineland High School North faced many behavioral and vandalism problems during its first year of operation (1976-77) and adopted a program to improve this situation during its second year. This effort involved adoption and thorough dissemination of student rules, a series of parent orientation meetings, a new community information program, the creation of a Parent Teacher Association, an inservice program in humanistic education, a peer leadership program, and the hiring of paraprofessionals to improve communication between home and school. During the program's initial year, vandalism dropped substantially and most student behavior improved. Suspension figures were higher due to greater attention to the problems that remained. The need for police intervention was greatly reduced, although arrest levels remained near the original level. The problems, their causes, the program designed to solve them, and the results of that program are described briefly in this speech. (Author/PGD)

ED 173 900 EA 011 867

Berke, Joel S. And Others

School Finance in the 70's: The Background for Policy Development.

Educational Testing Service, Washington, D.C. Education Policy Research Inst.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-15 Jun 75

Contract-OEC-0-72-5017

Note-110p.; Not available in paper copy due to marginal legibility of original document; Some charts may be illegible

Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Court Doctrine, Court Litigation, Court Role, *Educational Finance, Elementary Secondary Education, *Equalization Aid, *Federal Aid, Finance Reform, Financial Policy, Fiscal Capacity, Fund Raising, Property Taxes, Resource Allocations, School District Spending, School Taxes, State Aid, State School District Relationship, Tax Effort

Identifiers-Education Amendments 1974, Lau v Nichols, Robinson v Cahill, Rodriguez v San Antonio Independent School Dist, Serrano v Priest

This document provides background information intended to help in the formulation of educational finance policy at the national level. The first chapter discusses variations in spending within and between states since the 1930s; causes for inequitable and inefficient revenue raising and resource allocation; and differences between states in effectiveness of educational finance. The second chapter analyzes the role of federal aid in school finance. The third and final chapter presents the context for policy development, including the updating of equalization aid policies, the impact of court decisions on educational finance, and the role of the Education Amendments of 1974. (PGD)

ED 173 901 EA 011 875

Berke, Joel S. And Others

The Politics of School Finance Reform: State Referenda, State Legislation, and Federal Incentives.

Educational Testing Service, Washington, D.C. Education Policy Research Inst.

Spons Agency-Florida Univ., Gainesville. Inst. for Educational Finance.; Office of Education (DHEW), Washington, D.C.

Pub Date-4 Mar 75

Note-40p.; Paper presented at the National School Finance Conference (18th, March 4, 1975)

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comparative Analysis, Elementary Secondary Education, Federal Legislation, *Finance Reform, Property Taxes, Public Schools, *State Legislation

Identifiers-Education Amendments 1974, *State Initiatives, *State Referenda

This paper compares two methods of finance reform in public schools, state referenda and state legislation. Two research groups Syracuse University and Columbia University studied, respectively, seven states whose legislatures passed new school finance formulas and five states that defeated referenda that would have reduced or eliminated reliance on local property tax to finance education. The paper concludes that the adoption of a new school finance formula is more likely to be achieved through the legislative process than through a referendum. Factors contributing to the success of the legislative process were shown to be compromise, political leadership, and a healthy fiscal situation. Finally, the paper suggests that the federal role in finance reform cannot be dismissed. Some encouragement can be seen in the passing of Public Law 93-380, which provides for some funding of elementary and secondary education. (Author/LD)

ED 173 902 EA 011 894

Merit Pay for School Administrators. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date-79
Note-127p.; For related documents, see ED 166 844 and EA 011 946
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($15.00)
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Educational Administration, Elementary Secondary Education, Employment Practices, *Incentive Systems, *Merit Pay, National Surveys, Salary Differentials

One of three companion reports on the results of a survey on merit pay and incentive plans, this publication focuses on programs for school administrators. The data in the studies, presented largely in table form, are reported separately by four school system enrollment groups (large, medium, small, and very small) and by eight geographic regions. System-by-system listings identify school systems that reported having a merit program in the past that was since discontinued. Two important aspects of the reports are examples of merit pay or incentive plans that were in operation when the study was conducted and an analysis of the reasons for school systems discontinuing merit pay or incentive plans they had in the past. The first section of the report reviews the literature and examines merit pay programs for school administrators and the use of merit pay and incentives in business and government. The next section discusses the survey design and presents the results in tables and text. In the third section are examples of 1977-78 merit pay programs for administrators in 35 school systems. A selected bibliography of 56 items related to merit pay for school administrators and other management personnel concludes the report. (Author/JM)

ED 173 903 EA 011 895

Edwards, Hugh F.

A Process Model for the Development and Implementation of the Bloc Quarter System in a Selected High School.

Pub Date-Mar 79

Note-154p.; Individual Practicum Report, Nova University; Best copy available; Sample 3-A deleted due to illegibility

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Curriculum Development, Discipline Problems, Dropout Programs, *Individualized Instruction, *Quarter System, Secondary Education

Identifiers-*Better Learning Opportunities for Children Program, Coffee High School GA

At Coffee High School in Douglas, Georgia, a needs assessment committee recommended the replacement of the traditional nine-month program with a quarter system using longer class sessions and allowing more individual attention. The committee members chose the Better Learning Opportunities for Children (BLOC) Program. Implementation involved organizing committees, planning strategies, planning inservice training, preparing curriculum guides, preparing a master schedule and preregistering students. After a year under the BLOC system, 28.31 percent of the students had gained in achievement scores as compared to a year under the old system in which 15.38 percent gained. Twenty percent more students could be taught under the BLOC system. There was a 2 percent dropout decrease, a 2.57 percent gain in student attendance, an average decrease of student disciplinary actions of 60.5 percent and a 173 percent increase in class time contact per period under the BLOC system. It was felt that the program generated increased interest, ideas and morale in students, and encouraged teachers to innovate in ways that would benefit students. (Author/JM)

ED 173 904 EA 011 897

Collister, Larry

Declining Enrollments Rising Problems. Report No. 79-10.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Pub Date-Jul 79

Note-9p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Declining Enrollment, Elementary Secondary Education, Expenditure Per Student, Full State Funding, *School Closing, Student Costs, Student Teacher Ratio

Identifiers-*Seattle Public Schools WA

The Seattle School District has experienced a steady enrollment decline over the last decade or more. Yet even when total revenues and revenue dollars per child are expressed in 1967 dollars, it is clear that the number of dollars spent per child on education is increasing. This is partially because it is not possible to reduce staff members as fast as enrollments decline and partially because special programs have increased. Also, over the same period, the amount of floor space has not been reduced to keep pace with the decreasing number of students. In 1975 the state of Washington was ordered by the courts to fulfill its constitutional duty of funding the full costs of basic education. The resulting basic education law prescribes length of school day and permissible student/teacher ratios. Numbers of staff must be reduced, which means that school closures, although unpopular, will be inevitable. (Author/JM)

ED 173 905 EA 011 899

Scotten, Kathryn And Others

Achieving Sex Equity: Assessing and Implementing Compliance with Title IX in Public Schools.

Portland State Univ., Oreg. Pacific Inst. for Nonsexist Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G10-77-00035(405)
Note-210p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Athletics, Educational Counseling, *Equal Education, Equal Opportunities (Jobs), *Federal Legislation, Federal Regulation, Recruitment, Rural School Systems, School Districts, *Sex Fairness, Small Schools
Identifiers-*Title IX Education Amendments 1972

Developed to meet the needs of small rural school districts, this guide assists local education agencies in undertaking an institutional self-evaluation of their compliance with Title IX regulations. It also attempts to help them modify policies and practices where necessary. The materials have been developed to allow for modification to unique local circumstances. The first five sections of the guide divide the self-evaluation into the following areas: access to courses, counseling and guidance, treatment of students, athletics, and employment. The sixth section presents technical assistance services, a bibliography of related materials, and additional sources of information for corrective action. Each section first presents and explains relevant sections of the regulation. Data collection tables for each area can be duplicated to enable district personnel to collect and organize the information needed to assess the district's compliance. A corrective action guide is intended to assist district personnel in evaluating the data collected for compliance and in identifying alternative corrective measures. Two compliance records pages are included at the end of each section to assist in identification, organization, and monitoring of corrective actions. In addition, these pages can be used to compile a permanent record of district compliance efforts. (Author/JM)

ED 173 906 EA 011 900

Progress of Education in the United States of America 1976-77 and 1977-78. Report.

Office of Education (DHEW), Washington, D.C.
Report No.-OE-79-19104
Pub Date-79
Note-111p.; Report for the Thirty-Seventh International Conference of Education, sponsored by the United Nations Educational, Scientific, and Cultural Organization, International Bureau of Education; For a related document, see ED 144 205; Not available in paper copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02029-7; $4.00)
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, Curriculum, Educational Change, Educational Legislation, Educational Policy, Educational Research, *Educational Trends, Elementary Secondary Education, Higher Education, Preschool Education, *School Statistics, Teacher Education

This report covering the period 1976-1978 is the most recent in the series of reports prepared for the International Conference of Education held periodically in Geneva, Switzerland, under the auspices of the International Bureau of Education, UNESCO. Part 1 describes the present organization and administration of education in the United States. Separate sections focus in turn on general principles and priorities of American education, its system of educational administration, American educational structure and organization, school curriculum, and teacher education. Part 2 contains a progress report on developments in U.S. education during the period 1976-78. The first section provides information on trends and new policy orientations resulting from recent federal and state legislation. The second section discusses developments in educational management. Selected statistics on American education and a summary of developments in preschooling, teacher education, curriculum, nonformal education, and major reforms are included in the third section. The fourth section discusses developments in educational research, and the fifth section reports on implementation of previous recommendations of the International Conference on Education. The final section contains appendices, including a brief list of selected references related to education published in the United States during the period 1976-1978. (Author/JM)

Johnson, Arthur O., Jr.

Missouri In-School Suspension Programs: A Descriptive Study of the Rationale, Structure, Common Usage and Success in Reducing the Number of Suspensions.

Pub Date-Apr 79
Note-151p.; Ph.D. Dissertation, Walden University
Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Discipline Policy, Questionnaires, Secondary Education, *Suspension
Identifiers-*In School Suspension, Missouri

A study of the inschool suspension programs of twenty-five junior and senior high schools in Missouri with enrollments of 1,000 or more revealed that the programs have similar rationales and structures, have no total shared responsibility for the program between the central office and school administration, need to clarify the reasons for and type of suspensions assigned, were not in common usage, and successfully reduced the number of suspensions. Pertinent literature is discussed in the documentation of the study, several programs are described, and the questionnaire used to gather the study data is presented and the responses to it analyzed. (Author/PGD)

ED 173 908 EA 011 906

Wrausmann, Gale L. And Others

A Guide to the Use of Market Segmentation for the Dissemination of Educational Innovations. Final Report of a Project to Study the Effectiveness of Marketing Programming for Educational Change.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 75

Contract-NE-C-00-3-0109

Note-148p.; Table of contents and some tables and appendices may be marginally legible due to small print

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Change Agents, *Change Strategies, *Educational Change, Educational Innovation, Elementary Secondary Education, Information Dissemination, *Marketing, *Questionnaires

Identifiers-Individually Guided Education, Man A Course of Study, Market Segmentation, Minicourses

Markets can be defined as groups of people or organizations that have resources that could be exchanged for distinct benefits. Market segmentation is one strategy for market management and involves describing the market in terms of the subgroups that compose it so that exchanges with those subgroups can be more effectively promoted or facilitated. If market segmentation is to be successfully employed in the diffusion of educational innovations, dissemination strategists must understand not only the procedures necessary to isolate and focus attention on target segments, but also the constraints imposed by the educational environment that distinguish it from other private and public sector marketing environments. The effectiveness of market segmentation in disseminating three educational innovations (Minicourses; Man: A Course of Study; and Individually Guided Education) was tested in a field study using 72 schools in Chicago and California that had participated in a previous and related project. While the small sample size precluded conclusive results, enough information was gathered to prepare a guide to use of market segmentation for educational innovations. This document describes the experiment and its findings and presents the guidelines developed as a result. (Author/PGD)

ED 173 909 EA 011 907

Maxwell, Graham

Problems and Prospects in the Evaluation of School-Based Educational Innovations An Australian Experience.

Pub Date-Aug 78
Note-18p.; Paper presented at the Evaluation Network Annual Conference (4th, Aspen Conference Center, Australia, August 14-16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Innovation, Elementary Secondary Education, Evaluation Methods, Foreign Countries, Program Administration, *Program Evaluation, Special Programs
Identifiers-Australia, Special Projects Program (Australia)

The Special Projects (Innovations) Program of the Australian Schools Commission receives less funding than other programs of the commission but has been received more enthusiastically, perhaps because it encourages and supports local initiatives. Given the small scale and local derivation of the projects funded under the program, evaluation presents several problems. Those not trained in evaluation are likely to resist it as too negative and to be discouraged from proposing projects. The expense of evaluation by trained evaluators may be disproportionate to the grants involved. Perhaps most important, evaluations tend to be seen by the funding agency as tools for accountability, although detailed accountability of this type may not be called for. Final reports on these small projects are rarely read there are not enough funds for adequate dissemination of the information in the reports, yet the reports tend to be longer than is really necessary for fiscal accountability. Informal, formative evaluations helping the project achieve success may be more useful than the kinds of formal, summative evaluations now desired by the commission. Having evaluation experts train consultants already engaged in helping project directors may prove the most effective way to use the limited funding available for evaluation. (Author/PGD)

ED 173 910 EA 011 910

Creamer, Robert C.

An Analysis of Teacher Aide Administrative Practices in Kansas Public Schools, 1978-79.

Pub Date- 79
Note-77p.; Not available in paper copy due to light print of original document
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Fringe Benefits, *Program Administration, *Questionnaires, Records (Forms), Recruitment, Staff Role, Staff Utilization, *Teacher Aides, Training, Volunteers, Wages
Identifiers-Kansas

Responses to a questionnaire sent to all Kansas public school districts with enrollments of 500 and over revealed several characteristics of teacher aide utilization in the state. Such utilization is increasing, especially among larger districts where paid aides predominated over volunteers. In most districts all aides were paid, usually by the hour; the principal administered the teacher aide program; and teacher aides served primarily in instructional roles. Established personnel policies and practices for teacher aides tended to be lacking. This document presents data on recruitment, selection, and induction practices; training programs; probation, promotion, and discipline of teacher aides; record-keeping policies; wage and salary administration; and insurance, sick leave, and vacation benefits available. The data gathered in the study are presented in 55 tables, and the questionnaire used is included. (Author/PGD)

ED 173 911 EA 011 911

Wyant, Spencer Schmuck, Patricia

The Oregon Network: A Research and Service Activity of the Sex Equity in Educational Leadership Project.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Selection, *Change Strategies, Elementary Secondary Education, Employment Practices, *Equal Opportunities (Jobs), *Sex Fairness
Identifiers-Oregon, *Oregon Network, Sex Equity in Educational Leadership Project

The Oregon Network, a research and service activity of the Sex Equity in Educational Leadership Project, was created in 1977 to perform four functions: 1) to document job vacancies and the processes of administrative hiring in Oregon; 2) to help school districts find qualified female applicants; 3) to affect hiring practices that stand as barriers to women; and 4) to establish procedures for institutionalizing improved hiring practices. Integrating information from such sources as school districts, university placement offices, and job applicants, the network created two directories one of vacant positions and one of available applicants (including males), both favorably received. An analysis of the relationships between the applicant pool, the vacancies, and the applicants eventually hired indicates that women have a better chance of being hired than men. In general, higher proportions of female applicants were hired at the elementary level than at secondary levels, more were hired in staff than in line positions, and more were hired in subordinate than in unit head positions. Based on preliminary data, these findings may be skewed by several variables, including the tendency of men to send out more applications than women and the relatively low number of female applicants generally. (Author/PGD)

ED 173 912 EA 011 913

Riley, Stevens L.

Mediation-Arbitration: The Wisconsin Experience.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979); For a related document, see EA 011 914; Best copy available
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Arbitration, *Boards of Education, Collective Bargaining, Elementary Secondary Education, *Labor Legislation, Labor Unions, *Teachers
Identifiers-*Wisconsin

This paper, addressed to public school employers, discusses lessons to be learned from the Wisconsin Legislature's passage of a 1978 law known as mediation-arbitration, which allows employers and unions to agree to an alternative voluntary impasse procedure to the one set forth in the statutes. First, the paper discusses the history of the agency shop (fair share agreements), and binding arbitration. Next, it discusses the mediation-arbitration law, which, it says, has worked to the detriment of public employers. The paper says that of the decisions handed down in Wisconsin, the unions have won the majority of cases involving fair share. To avoid this, employers must create and maintain an effective lobbying organization at the legislative level. They also should see the advantage of allowing municipal employees in small school districts the right to strike rather than forcing compulsory arbitration on them. Finally, employers should evaluate the concept of legalizing compulsory union dues and then subjecting them to binding arbitration. (Author/LD)

ED 173 913 EA 011 914

McCubbin, Dan C.

Alternative Impasse Resolution Procedures for Education Bargaining.

Pub Date-23 Apr 79

Note-13p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979); For a related document, see EA 011 913; Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Arbitration, *Boards of Education, Collective Bargaining, *Conflict Resolution, Elementary Secondary Education, *Negotiation Impasses, Public Schools, *Teachers

Identifiers-*Fact Finding, *Mediation

Three alternative techniques of impasse resolution available to education management mediation, fact-finding, and arbitration are discussed in this paper. The basic goal of mediation, the first technique used to settle disputes in bargaining, is to come to an agreement. While mediation has its limitations, it can result in the resolution of impasses by the mere fostering of communications between the parties. Fact-finding, a less effective technique, can be used either with or without recommendations. Finally, arbitration is used where the interpretation of the terms of an agreement is involved. However, compulsory arbitration is not a viable alternative for impasse resolution in public schools, the paper states. The paper concludes that while forestalling excessive demands by employees, a school board must simultaneously strive for smooth employer-employee relations to ensure high morale and productivity. Thus, alternatives available for impasse resolution must be assessed carefully in order to reach an agreement that can be accepted by all parties. (Author/LD)

ED 173 914 EA 011 915

Hickey, Mike E.

Closed Schools Open Doors. Revised.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the National School Boards Association (Miami Beach, Florida, April 21-24, 1979); Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Building Conversion, Community Education, *Neighborhood Centers, *School Closing, School Community Relationship

Identifiers-*Saint Louis Park School District MN

In this age of declining enrollments, alternatives exist to boarding up schools that are no longer being fully utilized. This paper discusses such alternatives by describing the situation in a Minnesota school district. Of the four elementary school buildings closed in St. Louis Park in the past five years, one was sold to a developer, two are currently operating as community centers, and a fourth is being developed into a senior citizen center. The paper details the activities in each of the centers and then lists several funding approaches used by the district to make the centers self-supporting. The paper concludes that school officials should seek creative approaches to the utilization or disposal of closed school buildings. Otherwise, the buildings serve as painful reminders of educational and community decline. (Author/LD)

ED 173 915 EA 011 916

Perdue, David A.

How Inservice Programs Can Improve Staff Performance.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979); Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Inservice Courses, *Inservice Programs, *Inservice Teacher Education, Program Planning, Teacher Participation

Identifiers-Houston County Public Schools GA

The public school system of Houston County, Georgia, has instituted an inservice staff development program planned by the teachers themselves. Following assessment of the needs of students and parents as well as teachers, the planning group designed a program offering college credit to participants. Houston County teachers now find it possible to work toward certification and accreditation, and can accumulate up to half the college credit required for a master's degree, all while remaining on the job. The program has led to higher student test scores, improvement in basic skills instruction, and a staff with increasing numbers of graduate degrees and no uncertified teachers. (Author/PGD)

ED 173 916 EA 011 919

Chenoweth, Robert L.

Will Your Due Process Procedure Keep You Out of Court?

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Due Process, Elementary Secondary Education, *Teachers, Tenure

This paper discusses how procedural due process as used by school boards can help make court appearances less likely. While substantive due process speaks to the content or subject matter of the law, the what,'' procedural due process examines the manner of the application of the law, the how.'' Procedural due process is defined as an orderly proceeding adapted to the nature of the situation in which a person is entitled to notice and an opportunity to be heard. The paper discusses teacher tenure and procedural requirements for tenure termination. It suggests that administrators set the stage before the need arises for due process procedure, namely, inform the teachers, evaluate them, and go over the applicable policies. Procedural due process requirements for classified school employees, students, and exceptional children are also mentioned. The paper concludes by emphasizing the importance of local boards of education establishing and following due process procedures of notice and an opportunity to be heard. (Author/LD)

ED 173 917 EA 011 920

Darling-Hammond, Linda

Student Violence and Vandalism: Some Answers to a Serious Problem.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Change Strategies, Class Size, Elementary Secondary Education, School Security, School Size, *School Vandalism, Student Teacher Relationship, *Violence

If the findings of recent research are any guide, the dollars that are now spent on security devices and personnel, and the educational time now lost by involving teachers and administrators in expanding security programs, would be better spent on strategies for making schools more humane places in which learning can take place. We should look for opportunities to encourage practices like core teaching and cohort teaching, for providing smaller school and classroom settings, and for training teachers and administrators to take advantage of these settings for personalizing and individualizing instruction. Local, state, and national policies should be sought that can provide young people the opportunities, including access to employment, that will allow them a successful transition into society. It is critical to remember that the goal of education is to humanize our schools and our society, to rid them of fear, and to encourage positive and constructive interaction between and among young people and adults. If our methods betray our purpose, we will have gained little in the long run, and we will have set the stage for a still more violent future for America's next generation. (Author/PGD)

ED 173 918 EA 011 921

Wherry, John H.

Where Has All the Good News Gone?

Pub Date-22 Apr 79
Note-11p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, News Media, *Public Relations, *School Community Relationship, School Districts

This paper, addressed to administrators and school board members, lists 10 suggestions for developing a public relations program that releases to the community more of the good news about schools. The suggestions include the following: (1) emphasize face-to-face communications with members of the community, (2) make sure good and bad news about the school is easily available to the media, (3) set up an internal communications network that includes newsletters and use of public service announcements, (4) assign a top-level administrator to the district's public relations program, (5) provide adequate funds for public relations, (6) get feedback from staff and important public groups, (7) adopt a written policy statement on public relations, (8) encourage use of school buildings by the community, (9) provide public relations inservice training for staff, and (10) make the schools good enough to generate good news. (Author/LD)

Blanden, Ernest

Developing Job Descriptions for Personnel Evaluations.

Pub Date-Apr 79
Note-7p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Board of Education Role, Elementary Secondary Education, Evaluation Methods, *Personnel Evaluation
Identifiers-Danville Public Schools IL, Job Descriptions

The Danville Community Consolidated School District of Danville, Illinois, uses the remediation process to remove unsatisfactory but tenured faculty. The teacher is told what must be remedied and faces several evaluations. The basic obstacles to such a firing process are board policies, negotiated contracts, the employees' defensive actions, and poor supervisory evaluations. One key element in discriminating evaluation systems is the use of job descriptions. Job descriptions should be developed for every personnel classification, possibly by a representative sampling of the personnel acting as a committee. An adequate personnel evaluation system should be described in writing, including a clear statement of the system's purpose, a thorough understanding of who evaluates whom, when, and how, a recommendation for inservice training, information on implementation techniques and timing, and procedures for appeal. In the final analysis, however, the system must be flexible enough for easy use in varying circumstances while maintaining the clarity required for processes that must hold up in court. (Author/PGD)

ED 173 920 EA 011 923

Stanley, William L., Jr.

Reduction in Force: Is Your Board Prepared?

Pub Date-22 Apr 79

Note-22p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Board of Education Role, *Reduction in Force, School Districts

Identifiers-*Atlanta Public Schools GA

A reduction in force (RIF), coupled with today's inflation and cost of living increases, impacts on school systems. This paper discusses the effects on an urban school system the Atlanta Public Schools and offers suggestions to school administrators on moves to make and pitfalls to avoid when faced with RIF. Some topics covered include legal ramifications, due process, teacher tenure, and the role of school boards and administrators. The paper suggests that school boards (1) initiate an RIF policy before it's needed, (2) cut expenses to the bone, (3) clarify the board's position to staff and community, (4) use the news media to publicize policy and administrative regulations, and (5) indicate that alternatives are continuing to be sought. Also listed are 6 pitfalls to avoid and 17 ways to reduce the financial trauma of staff cuts. (Author/LD)

ED 173 921 EA 011 924

Mitchell, James V., Jr.

Meeting the Needs of the Public Schools: A Resource Center for Public School Services.

Pub Date-10 Jun 79

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, Higher Education, *Public Schools, *Resource Centers, *Schools of Education

The purpose of a resource center for public school services, which this paper discusses, is to serve as a liaison between the needs of public school personnel and the expertise offered by a college of education. Services offered by the center might include curriculum development and evaluation, psychological services, inservice education, and advisory services for administrators. This paper describes a typical sequence of events following a call to the center by public school personnel, including assessment of the problem, selection of faculty to work on it, development of a plan of action, and evaluation. If college or university service to the community is to become more than an appealing catchword, the paper concludes, agencies like the resource center must make it happen. (Author/LD)

Gentleman, John F.

Have You Thought About . . .'' Benefit Programs: Pit or Pendulum?

Pub Date-17 Feb 79

Note-13p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, Louisiana, February 14-17, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cost Effectiveness, Elementary Secondary Education, *Fringe Benefits, *Health Insurance, School Districts

This paper, addressed to school board members and financial officers, suggests seven ways to obtain the most out of every budget dollar allocated for employee fringe benefits, including hospital, surgical, medical, dental, disability, and death. The suggestions are to consider (1) self-funding of benefits, (2) eliminating the payment of insurance commissions, (3) reviewing the administration of the benefit program, (4) receiving a complete actuarial and consulting report each year, (5) stepping up employee communications that describe the benefits available, (6) receiving a report on new developments relating to cost containment, and (7) purchasing insurance jointly with other districts. (Author/LD)

ED 173 923 EA 011 929

Harken, Dennis

Emerging Organizational Patterns of Educational Service Agencies.

Pub Date-14 Feb 79

Note-11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, Louisiana, February 14-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Intermediate Administrative Units, *School Districts, *State Departments of Education, *State School District Relationship

Identifiers-*Pennsylvania

This paper discusses intergovernmental relationships between education service agencies (ESAs) in Pennsylvania and the agencies they serve, namely, the state department of education and local school districts. Some suggestions made are that ESA policies retain flexibility and that local control be retained in ESA programs, for example, through local school board members becoming members of the ESA board of directors. In addition, ESAs should maintain independence from state departments of education in order to respond more appropriately to local school district needs. A position paper attached at the end of the document describes the relationship between the Pennsylvania state department of education and its intermediate units. (Author/LD)

ED 173 924 EA 011 930

Brewin, C. Edwin Racich, Matthew J.

Energy Conservation in Our Schools A Practical Approach.

Pub Date-16 Feb 79

Note-10p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, Louisiana, February 14-17, 1979); Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Custodian Training, Elementary Secondary Education, *Energy Conservation, *School Buildings, *School Maintenance

A practical approach designed to reduce energy waste by schools is to improve the knowledge and upgrade the skills of school building custodians. This paper discusses an operation and maintenance training program for custodians developed by the Will County (Illinois) educational service region. The major parts of the program consist of skill building in the following systems: architectural; electrical; heating, ventilating, and air conditioning; water and sanitation; and food service. Besides recordkeeping, a strong emphasis of the program is on regular and preventative maintenance. Instruction is provided via on-the-job training with some independent study required. (Author/LD)

ED 173 925 EA 011 931

Randall, James M.

Staffing During a Period of Decline.

Pub Date-15 Feb 79
Note-26p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, Louisiana, February 14-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Personnel Management, *Program Planning, *Reduction in Force, *Teacher Retirement

The key to successful management of staffing during decline, this paper says, is advance planning. It suggests several steps to take via analyzing, prioritizing, economizing, and publicizing before reduction in force hits the school. Administrators should make projections and predictions on enrollments, revenues and expenditures and facilities and staff; establish their district's goals and priorities; evaluate the program; publicize all of this; clear up contract language; and revise personnel policies and practices not in the contract to eliminate restrictive provisions. The paper also suggests that administrators develop guidelines consistent with statutory and case law and with the state legislative and executive leaders informed, retaining a capable management staff, and developing an early retirement incentive. (Author/LD)

ED 173 926 EA 011 932

O'Shea, Daniel R. Piper, Donald L.
Saving Money Through Group Bidding by North Dakota School Districts.
North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
Pub Date-Nov 76
Note-38p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cooperative Programs, Elementary Secondary Education, *Purchasing, Regional Cooperation, School Districts, *Supplies
Identifiers-*North Dakota

Group bidding and cooperative purchasing of supplies and equipment by school systems is one answer to meeting the demands of rising costs. This paper discusses a survey that was made to determine whether a school district can realize significant savings by participating in a system of cooperative purchasing with other school districts. High school districts [illegible] North Dakota were surveyed, and price information was sought on 14 selected items. Prices paid by districts of varying size and geographic location were then analyzed to determine what differences might influence a district toward or away from cooperative purchasing. Results indicated a significant savings occurs when group bidding practices are employed by groups of districts. Some recommendations made were that price information be accumulated at the state level and be disseminated to districts that request it, that an investigation be made of the legality and practicality of group bidding, and that mechanisms be developed through which districts can become informed about and participate in group bidding practices. (Author/LD)

ED 173 927 EA 011 934

Cottrell, Victor A.
Evaluating Your Teaching Staff.
Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979); Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - General (050) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Board of Education Role, Effective Teaching, Elementary Secondary Education, *Evaluation Methods, Faculty Development, Staff Improvement, Teacher Dismissal, *Teacher Evaluation, Teacher Improvement

Effective teacher evaluation rests on the discovery of the essence of teaching excellence. It is important to evaluate the essence of great teaching from as many perspectives as possible. Incompetent administrators make an effective teaching program impossible. To improve the teacher evaluation process, first look at the administrator evaluation process and the school board's self-evaluation process. Teacher evaluation can be viewed on three different levels. One is to determine termination of employment, one is to monitor teacher effectiveness, and the third encourages continued growth and development of teachers. Evaluation leading to termination can be called intensive care'' since termination should only come after a period of intensive documentation and corrective efforts. The second approach is rather superficial and may take the form of a check list'' to monitor attitudes, skills, and behaviors. The third approach, called evaluation for growth,'' must be voluntary, conducted by a trusted person, and may contain such approaches as interviews, student feedback, self-assessment, and supervisor evaluation. The challenge is to eliminate incompetent teachers and at the same time help good teachers move toward higher levels of excellence. (Author/JM)

ED 173 928 EA 011 936

Klausmeier, Herbert J.

Profiles of Selected Innovating Secondary Schools. Working Paper No. 259.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Grant-G-78-0217

Note-147p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Educational Alternatives, *Educational Innovation, *Program Descriptions, Secondary Education

Identifiers-*Wisconsin

In this paper, principals and other persons of innovating middle schools, junior high schools, and senior high schools associated with the Wisconsin Research and Development Center for Individualized Schooling describe the most interesting features of their schools and respond to a features checklist. They provide the names of contact persons in their schools and list materials explaining their programs' activities. The profiles were gathered and published as part of the activities of the Wisconsin Project on the Renewal and Improvement of Secondary Education. The background of the Wisconsin Project is provided. Included are comprehensive objectives that may be employed by a school to guide its own renewal and improvement efforts. These objectives were used in developing the items of the checklist and were completed by each school. (Author)

ED 173 929 EA 011 939

Saterfiel, Thomas H.

Second Annual Report: Program of Research and Evaluation for Public Schools (PREPS), 1977-1978.

Mississippi State Univ., State College. Bureau of Educational Research.
Pub Date-Oct 78
Note-142p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement, Educational Accountability, *Educational Research, Elementary Secondary Education, *Program Descriptions, *Program Evaluation, *Questionnaires, School Districts
Identifiers-*Mississippi

This document is the second annual report of the activities of the Program of Research and Evaluation for Public Schools (PREPS). The mission of PREPS, a consortium of public school districts in Mississippi, is to aid member schools in obtaining quality data from which curricular and administrative decisions can be made. Technical assistance rendered includes research design, evaluation design, statistical interpretation, and training workshops for local staff members. Section 1 of this book contains summaries of the local projects from each of the member school districts. Section 2 contains the technical report of the PREPS overall project, which investigated the relationship between teacher attitudes, characteristics, and delivery of instruction to standardized achievement test results. Section 3 reproduces a speech about local accountability. (Author/LD)

ED 173 930 EA 011 941

Jenkins, Judith

Funding Sources for Community Facilities: Planning Construction Renovation.

Council of Educational Facility Planners, Columbus, Ohio.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-Jun 79
Note-43p.
Available from-The Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Facilities, Elementary Secondary Education, *Federal Aid, *Shared Facilities, State Aid

This directory is intended to assist in the process of identifying funding sources for planning, constructing, or renovating community-use facilities. The first part introduces federal sources, including information contacts for the program, types of assistance, objectives, use and use restrictions, financial information, and eligibility requirements. Also included are upcoming federal aid programs to watch for, an appendix of addresses for regional and state offices, and a glossary of federal terms and abbreviations. The guide concludes with a brief discussion of state, local, and private sources and a list of more resources and addresses. (Author/LD)

ED 173 931 EA 011 946

Merit Pay for School Support Staff. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date-79
Note-55p.; For related documents, see ED 166 844 and EA 011 894
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($12.00)
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, Employment Practices, *Merit Pay, National Surveys, *Nonprofessional Personnel, Salary Differentials

One of three companion reports on the results of a survey on merit pay and incentive plans, this publication focuses on programs for school support staff. The data in the studies, presented largely in table form, are reported separately by four school system enrollment groups (large, medium, small, and very small) and by eight geographic regions. System-by-system listings identify school systems that reported having a merit program in the past that was since discontinued. Two important aspects of the reports are examples of merit pay or incentive plans that were in operation when the study was conducted and an analysis of the reasons for school systems discontinuing merit pay or incentive plans they had in the past. The first section of the report reviews the literature and examines merit pay programs for support staff and the use of merit pay and incentives in business and government. The next section discusses the survey design and presents the results in tables and text. In the third section are examples of 1977-78 merit pay programs for school support staff in 10 school systems. A selected bibliography of 68 items related to merit pay for support staff in business, industry, government, and education concludes the report. (Author/JM)

ED 173 932 EA 011 947

Oller, C. Sakre

Differential Experiences of Male and Female Aspirants in Public School Administration: A Closer Look at Perceptions Within the Field.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Development, *Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), *Females, Feminism, *Role Perception, Sex Discrimination, Sex Fairness, *Sex Role

This thesis explores the idea that aspirants in the field of educational administration, particularly females, may be remiss in assessing both the capabilities they bring to the field and their individual chances of finding work there. Perceptions of the subjects were studied via survey research in three main areas: graduate school experiences, career building issues, and experiences within the field. Results showed that some women perceive they may not receive the same kind of encouragement in graduate school that male students enjoy and also believe they lack access to the kinds of financing men in administration fields receive. As for career building issues, women look to family members as role models in childhood, perceive themselves as receiving less career counseling, suspect they do not have the same kinds of degrees that men do, perceive a lack of mentors for themselves, and believe they experience career interruptions more often than men. The major barriers women experience in the field include sex role stereotyping, socialization, and sex discrimination. The paper closes by advocating that women pursuing careers in educational administration be encouraged to realistically assess their skills as well as their chances of finding positions within the field. (Author/LD)

ED 173 933 EA 011 948

Educational Financing and Policy Goals for Primary Schools. Country Reports. Volume I: Australia, Canada, Germany.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date-79
Note-167p.; For related documents, see EA 011 949-950
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($12.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Objectives, Educational Policy, Elementary Education, *Financial Policy, *Financial Support, Foreign Countries, Grants, Tables (Data)
Identifiers-Australia, Canada, Germany

This volume, number one in a series of three, investigates the relationship between modes of finance for primary schools and educational policy objectives in the countries of Australia, Canada, and Germany. The first purpose of the book was to tell the history of educational finance arrangements in order to frame the context within which present arrangements operate. A second purpose was to present current policy objectives and to describe the link between these objectives and the financial instruments used to achieve them. Finally, the country studies were intended to provide some insight into the effectiveness of these instruments, or lack of it, in achieving their intended purpose. Each of these studies is meant to stand independently, useful in itself as a country description and analysis of the choice, use, and effectiveness of current financing arrangements in achieving policy goals for primary schools. (Author)

ED 173 934 EA 011 949

Educational Financing and Policy Goals for Primary Schools. Country Reports. Volume II: United Kingdom, United States, Yugoslavia.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date-79
Note-147p.; For related documents, see EA 011 948-950
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington D.C. 20006 ($12.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Objectives, Educational Policy, Elementary Education, *Financial Policy, *Financial Support, Foreign Countries, Tables (Data)
Identifiers-United Kingdom, United States, Yugoslavia

This volume, number two in a series of three, investigates the relationship between modes of finance for primary schools and educational policy objectives in the countries of the United Kingdom, the United States, and Yugoslavia. The first purpose of the book was to tell the history of educational finance arrangements in order to frame the context within which present arrangements operate. A second purpose was to present current policy objectives and to describe the link between these objectives and the financial instruments used to achieve them. Finally, the country studies were intended to provide some insight into the effectiveness of these instruments, or lack of it, in achieving their intended purpose. Each of these studies is meant to stand independently, useful in itself as a country description and analysis of the choice, use, and effectiveness of current financing arrangements in achieving policy goals for primary schools. (Author)

ED 173 935 EA 011 950

Educational Financing and Policy Goals for Primary Schools. Country Reports. Volume III: Netherlands, Norway, Sweden, Italy.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date-79

Note-174p.; For related documents, see EA 011 948-949

Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($12.50)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Objectives, Educational Policy, Elementary Education, *Financial Policy, *Financial Support, Foreign Countries, Grants, Tables (Data)

Identifiers-Italy, Netherlands, Norway, Sweden

This volume, number three in a series of three, investigates the relationship between modes of finance for primary schools and educational policy objectives in the countries of the Netherlands, Norway, Sweden, and Italy. The first purpose of the book was to tell the history of educational finance arrangements in order to frame the context within which present arrangements operate. A second purpose was to present current policy objectives and to describe the link between these objectives and the financial instruments used to achieve them. Finally, the country studies were intended to provide some insight into the effectiveness of these instruments, or lack of it, in achieving their intended purpose. Each of these studies is meant to stand independently, useful in itself as a country description and analysis of the choice, use, and effectiveness of current financing arrangements in achieving policy goals for primary schools. (Author)

ED 173 936 EA 011 951

A Practical Approach to Accountability in an Oklahoma School. Project SEEK.

Elk City Independent School District, Okla.; Oklahoma State Dept. of Education, Oklahoma City.; Southwest Oklahoma Region 14 Service Center, Elk City.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-69p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Course Objectives, *Educational Accountability, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Federal Regulation, Management by Objectives, State Legislation, *State Standards
Identifiers-Elk City Public Schools OK, Goal Setting

This booklet presents the accountability program developed by the Elk City (Oklahoma) Public Schools. During the first year of the program ten broad educational goals were formulated through a series of administrator workshops, accountability committee meetings, informal surveys of the community, and questionnaires for teachers and students. During the second year, teachers wrote goals and objectives for their department and grade areas. When the goals were written for each grade level, federal and state requirements (listed in the publication) were taken into consideration. Lengthy examples of both process and product goals and objectives for individual grades and departments are included in the publication. (JM)

Accounting Procedures for Student Organizations. 1979 Edition. School Business Administration Publication No. 3.

California Association of School Business Officials, Sacramento.; California State Dept. of Education, Sacramento. Bureau of Management Services.
Pub Date-79
Note-46p.
Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accounting, Cocurricular Activities, Elementary Secondary Education, Money Management, *Student Organizations

This manual focuses attention on the problems involved in accounting for student body organization funds and offers information that may be used by school districts in establishing, reviewing, and revising fiscal policies and accounting procedures for student body organizations. It is intended that the application of the basic principles set forth in the publication will ensure high-quality control and accounting practices. Part 1 deals with management of student body organization funds. It touches on legal status, establishment, budgets, income, equipment, funds, insurance, and audits of student body organizations. Principles governing student body finance and administration of student organization financial activities are also mentioned. Part 2 covers accounting systems for student body organization funds. It deals with accounting terms and methods, charts of accounts, and guidelines for internal control of accounting. The appendix contains examples of journal entries, ledger accounts, end-of-month working papers, financial statements, and bank reconciliations. (Author/JM)

ED 173 938 EA 011 953

Odden, Allan

State and Federal Pressures for Equity and Efficiency in Education Financing. Papers in Education Finance, No. 21.

Education Commission of the States, Denver, Colo. Education Finance Center.

Pub Date-Apr 79

Note-31p.; Paper prepared for the National Symposium on Efficiency and Equity in Educational Finance (University of Illinois, Urbana-Champaign, May 3-5, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Court Litigation, *Efficiency, *Equal Education, Equalization Aid, Expenditures, *Federal Regulation, *Finance Reform, Minimum Competency Testing, School Taxes, *State Legislation, Trend Analysis

In the 1980s, equity concerns will come into conflict with efficiency concerns in school financing. This paper attempts to trace the changing nature of these concerns during the 1970s and to suggest trends for education financing in the 1980s. The first section discusses equity issues related to state school finance reforms and suggests that reforms are both hard to evaluate and lacking in effectiveness. Included is a discussion of school finance litigation and its substantial evolution in the 1970s from a ``student needs'' standard to a ``suspect classification'' standard back to a ``student needs'' standard. Section two covers current and future federal interest in equity and efficiency of education financing. The last section examines the current manifestation of efficiency concerns minimum competency tests and tax limitation efforts. It discusses the conflicts of these efficiency concerns with equity issues, public attitudes toward them, and implications for equity and efficiency trends in school finance for the 1980s. (Author/JM)

ED 173 939 EA 011 954

Deal, Terrence E.

Linkage and Information Use in Education Organizations.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Change, Educational Research, Elementary Secondary Education, Information Dissemination, *Information Utilization, *Institutional Characteristics, Organization, Organizational Theories

Identifiers-*Knowledge Linkage, Research and Development

Linking activities between knowledge production and actual practices in schools need to be guided by understanding of how educational organizations work. Educational organizations evidence unique organizational patterns, including diffuse goals, weak connections between activities and outcomes, political vulnerability, and working conditions that emphasize individual autonomy. As new knowledge is linked to schools and used by administrators and teachers, these organizational patterns create important opportunities and pitfalls. In schools, knowledge use and transformation may serve purposes other than the intended objective of change or reform. Knowledge utilization also provides legitimacy to existing programs, new enthusiasm, new beliefs, and an improved public image for the schools. New knowledge may also undermine existing relationships within schools or between schools and the outside environment. For instance, when knowledge is used to redefine roles or relationships, change practices, or alter characteristics of schools, conflicts arise. Without an adequate understanding of organizational realities in schools, efforts to increase the role of knowledge in change and reform will produce more problems than solutions. (Author/JM)

Footman, Gordon E. And Others
Pupil Personnel Services Guidelines for Program Evaluation. NAPPA Monograph No. 4.
National Association of Pupil Personnel Administrators.
Pub Date-77
Note-39p.
Available from-National Association of Pupil Personnel Administrators, 320 Seventh Avenue, Troy, New York 21282 ($4.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Formative Evaluation, Needs Assessment, Objectives, Planning, *Program Evaluation, *Pupil Personnel Services, Summative Evaluation

This monograph attempts to approach educational program evaluation from a total program approach rather than from the level of student achievement. Although intended for use in pupil personnel areas, it also has applicability in other areas. It begins with definitions of program evaluation, including formative and summative evaluation. The step-by-step procedure for conducting an educational needs assessment is explained. One chapter deals with establishing performance objectives. Planning the evaluation program and monitoring progress are explained. Steps for collecting data for a formative evaluation are outlined as are steps and instrumentation for conducting a summative evaluation. (Author/JM)

ED 173 941 EA 011 956

Halverson, Don E.

Effective Meeting Management.

San Mateo County Superintendent of Schools, Redwood City, Calif.
Pub Date-Sep 77
Note-46p
Available from-San Mateo County Office of Education, 333 Main Street, Redwood City, California 94063 ($2.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making, Diaries, Evaluation Criteria, Furniture Arrangement, *Meetings, *Organizational Effectiveness, Planning Meetings
Identifiers-Agendas, Effective Meetings

This booklet suggests ways to conduct meetings more effectively and to the mutual satisfaction of the participants and the chairperson. The publication differentiates among several types of meetings and delineates how each should be conducted. Suggestions are made concerning attention to content and process, roles of participants, agenda development, minutes, facilities, and evaluation. Helpful procedures are suggested, and a section on decision-making styles is included. The appendix contains a questionnaire that can be used to evaluate meeting effectiveness. (Author/JM)

ED 173 942 EA 011 957

Warshaw, Thayer S.

Religion, Education, and the Supreme Court.

Pub Date-79
Note-99p.
Available from-Abingdon, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.95)
Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Religion, *State Church Separation, *Supreme Court Litigation

This book serves both as a reference and as a source book for teaching and for discussion of the issue of the role of religion in education. The author provides a brief review of the background and pivotal decisions of the Supreme Court. Chapter 1 includes background information for understanding the constitutional provisions and introduces some contemporary controversies in education that deal with the separation and interaction of church and state. Relevant Supreme Court decisions and opinions over the past 50 years are reviewed in Chapter 2. The appendices provide (1) a questionnaire concerning the legality of specific practices, with answers keyed to case references in the book, (2) a list of issues for discussion, (3) a glossary of legal terms, and (4) an index of U.S. Supreme Court cases covered in the book. (Author)

ED 173 943 EA 011 959

MCPS Comprehensive Planning Process.

Montgomery County Public Schools, Rockville, Md.
Pub Date-79
Note-271p.; Occasional pages may be marginally legible due to light print
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Developmental Programs, *Educational Assessment, Educational Development, *Educational Planning, Elementary Secondary Education, *Needs Assessment, Pilot Projects, Program Development, Program Evaluation
Identifiers-*Comprehensive Planning Process, Montgomery County Public Schools MD

Several working papers and a guidebook to the Comprehensive Planning Process of Maryland's Montgomery County Public Schools have been collected to form this document. The process itself was developed in 1979 and will be pilot-tested during the 1981 fiscal year. These materials, therefore, constitute an interim report on a process yet to be cast in final form. The program itself is divided into six stages and subdivided into twenty-one steps, covering the following areas: needs assessment; needs prioritization; development of measurable objectives; generation of alternative plans for meeting objectives; selection of preferred plans; integration and reconciliation of plans selected by different organizational units in the system; implementation, evaluation, and recycling of plans; and correlation of the implementation activities with budget development. The process is intended for use at every level of the system and by every organizational unit within the system. Included in the document are a conceptual overview, planning materials for developing school information summaries at the elementary, junior high, and high school levels, a discussion of and planning materials for needs assessment, a guide for planner supervisors, and a guidebook for the planning and implementation team, as well as supplementary information and sample forms. (PGD)

ED 173 944 EA 011 960

Anderson, Howard J.
Primer of Equal Employment Opportunity.
Bureau of National Affairs, Inc., Washington, D.C.
Pub Date-78
Note-120p.
Available from-BNA Books, The Bureau of National Affairs, Inc., 9401 Decoverly Hall Road, Rockville, Maryland 20850 ($5.00; quantity discounts)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Affirmative Action, Court Litigation, *Equal Opportunities (Jobs), *Ethnic Origins, Federal Legislation, *Handicapped, Labor Unions, *Racial Discrimination, *Religious Discrimination, Reverse Discrimination, Salary Differentials, *Sex Discrimination, State Legislation
Identifiers-*Age Discrimination, Age Discrimination in Employment Act 1967, Civil Rights Act 1866, Civil Rights Act 1964 Title VII, Civil Rights Act 1971, Equal Employment Opportunity Act 1972, Equal Pay Act 1963, Executive Order 11246, National Labor Relations Act

This booklet presents laws and court cases concerning discrimination in hiring. It begins with a presentation of the laws and orders regulating equal employment opportunity and the remedies available. It lists those employees and employers to whom the laws apply and exemptions. Sections deal with discrimination on the basis of race, sex, sexual preference, religion, national origin, age, and handicap. Retaliation is touched on. Other sections deal with reverse discrimination, the Equal Pay Act, discrimination by labor unions and employment agencies, executive orders on affirmative action, and federal discrimination laws. (JM)

ED 173 945 EA 011 963

O'Reilly, Robert C.

A Personnel Administration Problem for Schools: Equality, Pregnancy and Disability.

Pub Date-Aug 79

Note-21p.; Paper presented at the National Conference of Professors of Education Administration (33rd, Edmonton, Alberta, August 12-16, 1979)

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Court Litigation, Elementary Secondary Education, Fringe Benefits, Health Insurance, *Leave of Absence, *Personnel Policy, *Pregnancy, Program Costs, School Personnel, Sex Fairness, *Women Teachers

Identifiers-Civil Rights Act 1964 Title VII, *Public Law 95 555

In response to several court decisions of the 1970s, Congress enacted an amendment to Title VII of the Civil Rights Act of 1964. This amendment, Public Law 95-555 (entitled Pregnancy Sex Discrimination, Prohibition''), states that discrimination on the basis of pregnancy, childbirth, or related medical conditions constitutes discrimination on the basis of sex. According to this law, requiring leaves of absence to be taken by pregnant teachers before they are actually unable to work is illegal and refusing to pay disability benefits to pregnant teachers who are unable to work is also illegal. This law could add substantially to the costs of disability insurance coverage, sick leave pay, and hospitalization benefits. (Author/PGD)

ED 173 946 EA 011 964

Coleman, Donald G.
Barnard's Effectiveness and Efficiency Applied to a Leader Style Model.
Pub Date-May 79
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Factor Analysis, *Leadership Styles, *Measurement Instruments, Questionnaires, *Research Tools, Secondary Education
Identifiers-*Organizational Climate Survey

Using the work of Chester I. Barnard as a theoretical basis, the author developed a model to illustrate 36 combinations of leader styles. Six levels of efficiency (orientation to human needs) are plotted against six levels of effectiveness (task orientation) to form an Administrator Grid. The location of leaders within this grid is determined by plotting the results obtained from a questionnaire, the Organizational Climate Survey, administered to the leaders' subordinates. This model was tested in a survey of 455 teachers from 41 randomly selected high schools in Iowa and Missouri and found to be reliable. Further testing of the instrument used to gather data for the technique is required before the model can be used to validate or invalidate Barnard's claim that leader styles are significant factors in organizational success. (Author/PGD)

ED 173 947 EA 011 965

Lucco, Robert J. Steinbruner, Maureen S.

The Planning, Management, and Evaluation of State Department of Education Programs: Some Guidelines.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Annual Reports, *Educational Programs, Elementary Secondary Education, State Departments of Education, *Technical Writing

Identifiers-*Connecticut

In Connecticut, the state department of education participates in the preparation of two reports both required by statute on department activities. This paper describes how the form and substance of these reports have evolved into a mechanism that facilitates the planning, management, and evaluation of departmental programs. A mandated reporting format is described that allows for an examination of program goals, objectives, and activities, as well as the planning of future programs. (Author/LD)

ED 173 048 EA 011 966

Kean, Michael H.

The Development of a Metropolitan Research Partnership.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consortia, *Cooperative Programs, *Educational Research

*Regional Cooperation, Research and Development Centers, School Districts, Universities

In spite of a diminishing amount of money available for educational research, a demand still exists for research and evaluation. This paper discusses how to initiate cooperative research between local education agencies and neighboring universities and educational labs and centers. First, the paper identifies problems in the development of cooperative research. Next, it describes the consortium approach to research and details purposes of a metropolitan research partnership. Organizational processes of such a cooperative and predetermined criteria for research are also discussed. The paper concludes that the development of a metropolitan research partnership might be a logical first step to the planning and implementing of large-scale research and evaluation. (Author/LD)

ED 173 949 EA 011 967

Fredrickson, John H.

Enrollment Decline: What's Ahead for Public Education?

Pub Date-79

Note-7p.; Not available in paper copy due to light print of original document

Pub Type- Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Declining Enrollment, Elementary Secondary Education, *Facility Planning, *School Buildings, School Planning

This paper discusses the present enrollment decline in public schools and its implications for students, teachers, administrators, curriculum, community, and especially school facilities. One problem of declining enrollment is that the average age and years of experience of staff personnel has tended to rise, creating a predominantly white, middle-class, middle-aged teaching profession. Also, with fewer new teachers entering the schools, the introduction of new ideas, different teaching strategies, and diversified programs may decline as well. School officials will now have to devise methods to manage the decline, the paper states, and the community will have to be kept informed of school problems. The paper concludes with a discussion of how the use of surplus facilities might be affected by federal legislation, utilized efficiently for other educationally oriented activities, adapted to suit future educational demands and clientele, or leased or sold to other educational and noneducational agencies. (Author/LD)

ED 173 950 EA 011 968

Budnik, Thomas J.

Planning Model for Affective Needs.

Heartland Education Agency, Ankeny, Iowa.
Pub Date-Apr 79
Note-29p.; Some forms may not reproduce clearly due to color of paper
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Objectives, Class Activities, *Curriculum Development, Elementary Secondary Education, Evaluation Criteria, Models, *Program Development, *Teaching Methods

The model described here attempts to provide professional staff members with a framework for meeting locally identified affective goals or needs. Suggestions are made concerning how to develop classroom activities, accompanying teaching strategies, and criteria for satisfactory completion of each activity. Faculty members develop plans by working in groups. Sample worksheets are provided for listing desired student behaviors, current teaching strategies, new teaching strategies, evaluation criteria, and implementation details. (Author/JM)

Garibaldi, Antoine M., Ed.
In-School Alternatives to Suspension: Conference Report.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0022
Note-174p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-020-38-6; $5.00)
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Counseling Programs, *Discipline Policy, Program Development, School Policy, *Suspension, Timeout
Identifiers-*Alternatives to Suspension, Goss v Lopez, Parent Teacher Association

In April 1978 the National Institute of Education held a conference to explore alternative approaches to suspension as a disciplinary procedure. This publication reproduces the proceedings of this conference. The proceedings reflect a cross-section of opinion on alternative programs provided by panelists and speakers from many sectors of the educational community. Highlighted were such considerations as legal issues in the discipline process, effective implementation and organization of programs, and the status of discipline in public education. A presentation by Junious Williams detailed the pros and cons of alternative programs, as well as presenting recent figures on suspension and expulsion in the nation's schools. Hayes Mizell offered a discussion on components essential to implementation of inschool alternative programs. Eight directors of inschool alternative programs presented detailed descriptions of their alternative plans. The Honorable Shirley Chisholm delivered a keynote address proposing a policy among federal agencies promoting the design of more alternative education and employment programs for youth. (Author/JM)

ED 173 952 EA 011 970

Hester, Helen J., Comp. Rondeau, Don J., Comp.

Citizens and Community Education. Role Guide Series Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-33p.; For related documents, see EA 011 971-980

Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Citizen Participation, *Citizen Role, Citizens Councils, *Community Cooperation, *Community Education, Elementary Secondary Education, *School Community Cooperation, School Community Relationship

This guide is the first in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. By sharing summaries of group discussions, the authors of this booklet hope to encourage citizens to work cooperatively within their communities to solve problems. The booklet also is intended as a tool to present this role group's perspective to other role groups and to serve as a discussion guide for interaction and training. Some of the topics explored include benefits derived from citizen participation, problems encountered by community education programs, the role of citizens on councils, and the training of citizens. Discussed in depth are suggestions for developing a working relationship between citizens and the following role groups: school board members, superintendents, principals, community education coordinators, community college personnel, government agency representatives, parks and recreation personnel, and extension agents. (Author/LD)

ED 173 953 EA 011 971

Decker, Virginia A., Ed.
School Board Members and Community Education. Role Guide Series. Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-26p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Board of Education Role, *Community Education, Elementary Secondary Education, *School Community Cooperation, *School Community Relationship

This guide is the second in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by local and state school board representatives. Topics considered include the power and responsibilities of school boards, benefits derived from and problems of community education, levels of school board involvement, program evaluation, board skills required for developing community education, and strategies for increasing interest and skills. (Author/LD)

ED 173 954 EA 011 972

Decker, Virginia A., Ed.
Superintendents and Community Education. Role Guide Series Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-18p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Education, Elementary Secondary Education, *School Community Cooperation, *School Community Relationship, *Superintendent Role

This guide is the third in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by superintendents of school districts. Topics considered include leadership by the superintendent, responsibilities, and training, as well as problems and benefits derived from community education. (Author/LD)

ED 173 955 EA 011 973

Decker, Virginia A., Ed.

Principals and Community Education. Role Guide Series Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see EA 011 970-980

Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Community Education, Elementary Secondary Education, *Principals, *School Community Cooperation, *School Community Relationship

This guide is the fourth in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as see by principals of schools. Topics considered include the responsibilities of principals, problems and benefits derived from community education, as well as development and implementation of community education programs. (Author/LD)

Decker, Virginia A., Ed.
System-Wide Coordinators and Community Education. Role Guide Series
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-23p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Responsibility, *Administrator Role, *Community Education, Elementary Secondary Education, *School Community Cooperation, *School Community Relationship

This guide is the fifth in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by systemwide coordinators persons responsible for either all schools within a county or for the activities of several building-level coordinators. Topics considered include the responsibilities of the position concerning organization and administration, finance, the community education program, and its implementation; problems and benefits derived from the program; evaluation; and training. (Author/LD)

ED 173 957 EA 011 975

Decker, Virginia A., Ed.
Building Level Coordinators/Directors and Community Education. Role Guide Series Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note 27p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Education, Administrator Responsibility, *Administrator Role, *Community Coordinators, *Community Education, Elementary Secondary Education, Higher Education, *School Community Cooperation, *School Community Relationship

This guide is the sixth in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by coordinators of programs. Topics considered include characteristics of building level coordinators, responsibilities, steps in program development, and evaluation. An extensive section on training strategies discusses professional development of coordinators, communications, and interaction between higher education agencies and practitioners. (Author/LD)

ED 173 958 EA 011 976

Decker, Virginia A., Ed.
Special Needs Population and Community Education. Role Guide Series.
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-15p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Community Education, Elementary Secondary Education, Higher Education, *School Community Cooperation, *School Community Relationship

This guide is the seventh in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by community educators who work with people with special needs, such as the mentally and physically disabled, prison inmates, and the institutionalized. Topics considered include responsibilities of the community educator, relationships with special needs populations, and development and implementation of a program. (Author/LD)

ED 173 959 EA 011 977

Decker, Virginia A., Ed.
Community College Representatives and Community Education. Role Guide Series Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-19p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Role, *Community Colleges, *Community Education, Elementary Secondary Education, Junior Colleges, *School Community Cooperation, *School Community Relationship

This guide is the eighth in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by community college representatives. Topics considered include success factors of community college participation in community education, public relations, problems and ways to solve them, and strategies for influencing peers. (Author/LD)

ED 173 960 EA 011 978

Decker, Virginia A., Ed.

Leisure Services Personnel and Community Education. Role Guide Series
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-25p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Community Education, *Community Recreation Programs, Elementary Secondary Education, Higher Education, *Interagency Cooperation, Program Descriptions, *School Community Cooperation, *School Community Relationship

This guide is the ninth in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by leisure services personnel, such as parks and recreation professionals. Topics considered include responsibilities, problems and benefits, training needs, involving citizens in community education, coordinating and cooperating with other agencies, and developing a community education/leisure services partnership. A detailed section at the end describes exemplary community education programs. (Author/LD)

ED 173 961 EA 011 979

Decker, Virginia A., Ed.

Cooperative Extension Agents and Community Education. Role Guide Series
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-19p.; For related documents, see EA 011 970-980
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Education, Elementary Secondary Education, *Extension Agents, *Extension Education, Higher Education, *Program Development, *School Community Cooperation, *School Community Relationship

This guide is the tenth in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by cooperative extension agents who are trained in community resource development work. Topics considered include responsibilities of agents, steps to implementing community education in a community, and benefits and problems of a partnership between cooperative extension and community education. (Author/LD)

ED 173 982 EA 011 980

Decker, Virginia A., Ed.

Government/Agencies Representatives and Community Education. Role Guide Series Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-28p.; For related documents, see EA 011 970-979

Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($1.00; $8.25 for set of 11 role guides; quantity discounts)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agency Role, *Community Agencies (Public), *Community Education, Elementary Secondary Education, Higher Education, *Interagency Cooperation, *School Community Cooperation, *School Community Relationship

This guide is the final in a series of eleven generated in 1978 as the result of workshops that focused on peer training, a different approach to teaching. The workshops provided the opportunity for members of eleven identified role groups to work together with peers to examine the relationship between their specific role group and community education and the ways in which they could stimulate their peers to improve role performance and effectiveness. This booklet focuses on community education as seen by government agency representatives. Discussions center on the provision of services and community education's impact on the provision of services. Topics considered include responsibilities of government personnel, interagency cooperation, benefits and problems of supporting community education, and involvement strategies. (Author/LD)

Frankiewicz, Ronald G. Croft, John C.
Collective Bargaining: Impasse Resolution.
Pub Date-21 Jun 78
Note-17p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Arbitration, *Collective Bargaining, Communication (Thought Transfer), Identification (Psychological), Mathematical Models, *Negotiation Impasses
Identifiers-*Impasse Resolution

This paper proposes a systematic model for objectively structuring the information exchanged between the bargainers in either the mediation or conciliation processes. The model is intended to be useful to mediators in organizing proposals to use with bargainers. The authors examine possibilities for an educational organization that uses pluralistic decision-making, has multiple interest groups, and allows an equal voice to all members in matters of educational interest. Proposed is a systematic model of the structure of information exchange processes among diverse constituencies. The approach used is the development of decomposition or rank reduction models. The paper suggests that no attempts at theorizing about educational institutions adequately explain collective bargaining, in which at least two large groups must compare and contrast their perspectives on many issues. Each individual in the organizational bargaining situation has a role in two formal groups (institution and union) and two informal groups (one in the institution and one in the union). Differing perspectives toward issues for an individual exists on assuming varying roles, and differing formal and informal group perspectives contribute to a complicated but accurate representation of information exchange. (Author/JM)

ED 173 964 EA 011 991

Jones, DeRand

A School Administrator's Manual. OSSC Bulletin Vol. 23, No. 1.

Oregon School Study Council, Eugene.
Pub Date-Sep 79
Note-27p.
Available from-Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00; $1.50 if prepaid; discount of 10% for 10 or more copies)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Principles, *Administrator Responsibility, Board of Education Policy, Educational Philosophy, Elementary Secondary Education, Leadership Qualities, Leadership Responsibility, Management, Management Development, *School Administration, Staff Improvement
Identifiers-Leadership Effectiveness

Written by a school superintendent, this booklet was intended to explain school district policies in Oregon's Grants Pass School District Number 7. Although intended for this district's educational leaders, it may also be of interest to other administrators and board members, and of special interest to new or aspiring administrators. The handbook sets forth the author's philosophy of administration, an analysis of desirable leadership qualities, and a review of principles of good school management. The author includes techniques intended to be helpful to all administrators, a program for self-improvement, and an analysis of administrator performance skills. (Author/JM)

Yackman, Bernardine

How the Nutritional Foods in the Schools Committee of the Sudbury Board of Education Developed a Food Services Policy.

Pub Date-Jun 79

Note-22p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979); Appendices may be marginally legible due to small print

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Board of Education Policy, Dental Health, *Eating Habits, *Food Service, *Nutrition, *Nutrition Instruction, Program Development, Vending Machines

This paper chronicles the attempt by the Sudbury Board of Education (Ontario) to minimize the addiction of the children and teenagers in its schools to ``junk foods.'' The plan involved the teaching of good eating habits and the principles of nutrition in food choices. The program used a variety of pedagogical and merchandising strategies to effect these ends, in cooperation with teachers, resource staff, experts in dietetics and public health, and the vendors and caterers concerned. Detailed also is the process by which the board's Food Services Policy was developed, and by which its success is monitored annually. Lengthy appendices contain charts explaining nutritional and dental food values, an application of a dental and nutrition education policy in schools, a bulletin explaining the program to parents and a sample agreement between a food vending company and the school. (Author/JM)

ED 173 966 EA 011 993

Matthews, Kenneth M.
Effective Fiscal Leadership.
Pub Date-17 Jun 79
Note-12p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Elementary Secondary Education, Financial Policy, Financial Support, *Leadership, *Money Management, *School Accounting, School Funds, School Support

Although other factors are important in generating financial support for education, two factors appear to dominate public concern: the quality of educational products, and efficiency in the use of financial resources. The greatest concern for the quality of educational products is in the area of academic achievement, as reflected in standardized test scores. Concern for efficiency in the management of fiscal affairs focuses on the provision of assurances that sound management practices are being followed. A review of literature has revealed factors that influence academic performance and specific strategies for producing higher levels of academic performance. Such strategies include making sure skills to be tested are part of the curriculum, fostering positive student self-concept, maintaining high expectations of students and encouraging teachers to develop positive relationships with students. Efficiency in the use of financial resources can be increased by such strategies as requiring school employees to issue receipts for cash, requiring legally authorized purchase orders, requiring all purchase orders to be signed by the superintendent, and maintaining an encumbrance accounting system. Implementation of the recommendations provided will enhance the probability effective fiscal leadership will become a reality. (Author/JM)

ED 173 967 EA 011 994

Blackmon, C. Robert Jones, Sue C.

Louisiana Parish School Board Members, 1977: Profile and Opinions on Selected Topics. Research Report, Vol. 8, No. 2.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.
Pub Date-Feb 78
Note-20p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Boards of Education, Educational Attitudes, Elementary Secondary Education, *Individual Characteristics, Opinions
Identifiers-Research Reports

The purpose of this study was to construct a profile of the characteristics of the 684 Louisiana public school board members serving in 1976 and to report on their opinions on selected education topics. A total of 341 board members responded to the instrument constructed and mailed by the researchers. Among the results is the finding that the typical Louisiana public school board member is male, white, approximately 47 years of age, married, and a father of children who are enrolled in public schools. He has never been employed in an education-related position, has attended college, and earns about $20,000. He tends to be conservative on education related issues, favoring corporal punishment in school and compulsory school attendance, and not favoring teacher collective bargaining or the current Louisiana teacher tenure law. Tables depicting selected opinions by sex, ethnicity, age, education, income, and number of years of service are included. Other profile data and opinions are appended. (Author/JM)

ED 173 968 EA 011 995

King, Richard A.

Litigation, Legislation and the Principal.

Pub Date-Apr 79

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Responsibility, *Administrator Role, Collective Bargaining, *Court Litigation, *Due Process, Elementary Secondary Education, *Principals

The role of the building principal has evolved from that of a teaching principal with primary duties as an instructional leader to that of a manager of a complex organization. Changes in the legal status of the principal during the past five years are presented here through an examination of litigation and legislation which have altered the principal's duties and responsibilities, due process rights, collective bargaining rights, and certification requirements. The paper contends that the legal status of the principalship has indeed changed and that the role of the principal will continue to alter as it is shaped by future litigation and legislation. (Author)

ED 173 969 EA 011 996

Ascher, Gordon

The Artifacts of Educational Reform: Explaining the Unexpected.

Pub Date-10 Apr 79

Note-14p., Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Compensatory Education Programs, *Disadvantaged Youth, *Educational Change, Educationally Disadvantaged, *Educational Opportunities, Elementary Secondary Education, *Equal Education, Minimum Competency Testing, Power Structure, Program Development, Social Change, Socially Disadvantaged, Test Bias

The inequality of opportunity that sometimes results from educational reform may not be an artifact or an aberration but may be the intended result of most programs. Although the ostensible goal of most educational reform is equal opportunity, very few programs achieve this goal. It is possible that the real goal of educational reform is continued control by the elite rather than the enfranchisement of the disenfranchised. Evidence lies in the fact that many educational reforms are unsuccessful or have useless goals. For instance, competency testing programs have not been shown to enhance academic skills, and tests for many such programs either have absurdly low standards or cancel hope of a diploma for the disadvantaged. Many maintain that functional literacy examinations are biased against the black and the poor. It appears too that compensatory education funds reward those who do not learn. Critics maintain that government agencies have the opportunity to provide testing guidelines above politics but do not do so. Finally, although a strong cabinet-level education department would benefit the disadvantaged, many critics are against this reform. All these so-called artifacts'' suggest that some educational programs may be designed to maintain current societal relationships. (Author/JM)

ED 173 970 EA 011 997

Ascher, Gordon

The Courts and Testing: Is Florida's Functional Literacy Testing Program Legal?

Pub Date-9 Apr 79

Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Court Litigation, Literacy, School Law, State Programs, This brief paper provides an outline for a discussion about the legality of Florida's functional literacy testing program. It defines relevant terms, explains relevant laws, and sets forth the legal basis for the suit and the remedies sought. The discussion is intended to provide a legal and historical framework within which the developments in the suit may be observed knowledgeably. (Author/JM)

ED 173 971 EA 011 998

Camp, William G. Bourn, Lawton P., Jr.

Student Discipline: An Analysis of Teacher and Administrator Perceptions.

Pub Date-Jun 79

Note-31p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979); Table may be marginally legible due to small print

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, *Discipline, *Literature Reviews, Secondary Education, *Student Behavior, Surveys, *Teacher Attitudes

Identifiers-*Indiana

This paper discusses research findings concerning student discipline problems in Indiana secondary schools. Issues explored attempted to determine (1) what specific student behaviors are perceived by teachers and administrators to be discipline problems, (2) how frequently these problems occur, (3) how serious teachers and administrators perceive the problems to be, and (4) how much the identified discipline problems interfere with the learning environment. Questionnaires were mailed to a sample of secondary school teachers and administrators in Indiana. Of the 101 student misbehaviors listed, only 47 were perceived to be discipline problems by a majority of the teachers responding. The paper concludes that teachers who deal with the individual classroom work of the student hold different perceptions of student discipline than administrators who must be concerned with the problems of the school at large. Related literature on the subject of student discipline is reviewed in detail in this document. (Author/LD)

Cressman, R. A.

Getting the Most from the Budget Exercise.

Pub Date-17 Jun 79

Note-26p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979); Appendices may not reproduce clearly due to small print

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role, *Budgeting, Elementary Secondary Education, Principals, Teacher Administrator Relationship, *Teacher Participation

Identifiers-*Global Budgeting, *Ontario

This paper discusses global budgeting a concept devised by the Lanark County Board of Education in the Province of Ontario which involves more staff participation in determining how budget dollars are spent. Staff is required to create a list of priorities for programming. Then the principal and the staff collectively, with the principal ultimately responsible for the decision, determine the numbers of teaching, secretarial, and custodial staff they will employ, and the amounts to be expended on supplies, libraries, and all other resources. The global budgeting process is successful, the paper says, in that it makes school principals more responsible managers than line item budget control could ever do. Also, the involvement of teachers through their schools rather than through their unions is a unifying force in the system. (Author/LD)

ED 173 973 EA 012 018

Cogan, Susana

Determinants of Parental Choice in Schooling: The Coquitlam Experience.

Pub Date-Apr 79

Note-59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Appendix A may not reproduce clearly due to small print size

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Decision Making, Elementary Education, *Parents, Private Schools, Public Schools, *Socioeconomic Status

Identifiers-*British Columbia, *Parental Choice

Parents living in the Coquitlam School District in British Columbia can choose between public and private schools and between English language and French immersion programs in the public schools. This study investigates the choice-making behavior of parents enrolling their children in kindergarten in fall 1977 in terms of socioeconomic factors, access and ability to use information, mastery of English, and sources of information. The study isolates those elements acting as determinants of parental choice and contributes to the debate on choice by informing policy-makers about the sources of information parents use in selecting schools and programs, their reasons for the choice, and the criteria they employ. (Author)

Helge, Doris
Infusing Career Education for the Handicapped Through Total System Involvement. October 1, 1977-September 30, 1978. Final Report.
Murray State Univ., Ky. Center for Innovation and Development.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-G007802029
Note-72p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, *Handicapped Children, Higher Education, Institutes (Training Programs), Teacher Educators, *Teacher Workshops
Identifiers-*Education for All Handicapped Children Act

The report discusses accomplishments of a project to develop and implement a field based instructional model for training university faculty in career education for handicapped students and to encourage career education training in existing university programs. It is explained that the project served three subgroups: 55 university faculty members, 160 public school faculty, and 38 university students. The report's first section details major activities of the project, including workshops regarding the infusion of career education and P.L. 94-142 (The Education for All Handicapped Children) concepts into existing college curriculum and conferences for public school faculty. Participant characteristics are outlined. Evaluation findings of performance and process objectives using a discrepancy evaluation model are reviewed. The final section describes the project's dissemination activities. (CL)

ED 173 975 EC 114 908

Are You Up to PAR? (Program Administrative Review).

Southwest Regional Resource Center, Salt Lake City, Utah.; Utah State Dept. of Public Instruction, Salt Lake City.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Feb 79

Contract-300-78-0016

Note-101p.

Pub Type- Guides - General (050) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Delivery Systems, Educational Programs, Elementary Secondary Education, Exceptional Child Services, *Handicapped Children, *Program Administration, *Program Development, *Program Evaluation, Records (Forms), State Programs

Identifiers-*Program Administrative Review (Utah)

The document focuses on the workings of PAR (Program Administrative Review), a method by which local education agencies (LEAs) and state operated programs (SOPs) in Utah can conduct ongoing self-evaluation and identify areas where additional efforts are needed to improve the quality of programs and services for handicapped children. It is explained that the information obtained through self-monitoring, combined with the information from on-site visits by the state staff, can ensure that each LEA/SOP has in place and is implementing policies and procedures that lead to the provision of a free, appropriate, public education for all handicapped children. Following a discussion of the PAR philosophy, a PAR process flowchart, and an explanation of the PAR process are appendixes with the following materials (making up the bulk of the document); document checklists, structured interview forms, summary forms, a final/interim report, and a negotiated action plan. (SBH)

ED 173 976 EC 114 909

Evenson, Jill And Others

Extending Experience-Based Career Education to Handicapped Students: An Overview of the Mainstreaming Approach.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Note-26p.

Pub. Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, *Experiential Learning, Federal Legislation, *Handicapped Children, *Individualized Programs, Secondary Education, Student Needs

Identifiers-*Experience Based Career Education

The paper discusses the appropriateness for handicapped students of Experience-Based Career Education (EBCE), a flexible high school program of highly individualized learning that utilizes direct experience in work and community settings to promote growth in basic academic skills, self-reliance, and career awareness. The need for expanded career education and education in life skills for handicapped individuals is considered in terms of legal requirements (particularly those of P.L. 94-142, the Education for All Handicapped Children Act; P.L. 94-482, the Vocational Education Act Amendments of 1976; and Section 504 of the Rehabilitation Act of 1973) and the learning requirements of handicapped students. EBCE's core features and the outcomes it offers are looked at, and some of the planning needs and adaptive steps to consider in incorporating handicapped students into ongoing EBCE programs are considered. It is pointed out that since EBCE is already highly individualized, handicapped students can be incorporated into the program through further extending its capacity to meet individual student needs, without changing the overall structure and purposes of the program. (SBH)

ED 173 977 EC 114 911

Krasner, Steve, Comp.
Resources and Training Materials for Implementing Public Law 94-142.
Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
Pub Date-May 78
Note-14p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Due Process, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Individualized Programs, *Instructional Materials, *Instructional Media, Mainstreaming, Resource Guides, Student Placement, Teamwork
Identifiers-*Education for All Handicapped Children Act

The representative listing of inservice and classroom instructional materials reflects the increasing attention given to the implementation of the Education for All Handicapped Children Act, P.L. 94-142. Emphasis is placed upon existing commercial and noncommerical products whose objectives focus on the following: development of the individualized education program (IEP), the placement of handicapped children in the least restrictive environment, due process procedures, and effective planning and placement team procedures. Information on each entry includes the title/author/publication data, publisher/price, and a descriptive abstract. Among materials listed are booklets, films, slide/tape packages, bibliographies, and texts. (SBH)

ED 173 978 EC 114 938

Moore, Jean J. Mason, Doris M.

Information Packet on Surrogate Parents.

Southwest Regional Resource Center, Salt Lake City, Utah
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Contract-300-78-0016
Note-51p.
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Advocacy, *Civil Liberties, *Federal Legislation, *Handicapped Children, *Parent Role
Identifiers-Education for All Handicapped Children Act, *Surrogate Parents

The information packet focuses on the role of the surrogate parent with emphasis on the rights of the handicapped child as mandated by P.L. 94-142, the Education for All Handicapped Children Act. Included are the following: a discussion of 10 surrogate parent issues identified through a literature search and survey of five states (Connecticut, Illinois, Iowa, New Jersey, and Pennsylvania); a matrix, which lays out in abbreviated form, the information elicited from the five states; a report of the conversation with New Jersey's special projects consultant; a memo requesting clarification on surrogate parent issues, prepared by a Southwest Regional Resource Center staff member; Arming the Parent Surrogate,'' a training resource; excerpts from state guidelines or procedures for appointing surrogate parents from Ohio, Pennsylvania, and Utah; and copies of Legal Background for the Surrogate Parent Program'' by J. Cremins, Connecticut's Surrogate Parent Program,'' ;Ralph is a Special Child'' (a surrogate parent recruitment brochure from the Pennsylvania Department of Education), 94-142 and 504: Numbers that Add Up to Educational Rights for Handicapped Children A Guide for Parents and Advocates'' by the Children's Defense Fund, and The Surrogate Parent Program'' (a bilingual recruitment brochure from the Connecticut State Department of Education). (SBH)

ED 173 979 EC 114 939

Moore, Jean J. Gygi, Janice
Information Packet on Impartial Due Process Procedures.
Southwest Regional Resource Center, Salt Lake City, Utah.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Contract-300-78-0016
Note-48p.
Pub Type- Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Due Process, Elementary Secondary Education, *Handicapped Children, Program Development, Program Planning, *State Programs

Intended for state directors of special education in the Southwest Region, the information packet provides materials relating to the development, initiation, implementation or refinement of impartial due process procedures. Included are the following: a matrix outlining current procedures, policies, and general information on due process from other selected states; a discussion on how different states are responding to specific due process issues in areas where federal laws allow alternative approaches; a discussion on the mediation processes used by some states, and a rationale for implementing a mediation/conciliation/prehearing process; a question-and-answer paper prepared by the Assistant Director of Procedural Safeguards and Due Process from Ohio; and copies of training manuals obtained from other states. (SBH)

ED 173 980 EC 114 940

Newton, Jerry, Ed.

A Multidisciplinary Approach to Learning Disability: Handbook for the Classroom Teacher.

American School Health Association, Kent, Ohio.

Pub Date-78

Note-88p.

Available from-American School Health Association, P.O. Box 708, Kent, Ohio 44240 ($5.95)

Pub Type- Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Identification, *Learning Disabilities, Minimally Brain Injured, Nurses, Optometrists, Physicians, Psychiatrists, Psychological Evaluation, Psychologists, Psychomotor Skills, Socioeconomic Influences, Staff Role, *Student Teacher Relationship, *Teaching Methods

Designed to help teachers better understand the problems of learning disabled (LD) child, the manual explains the basic causes of LD and presents solutions to problems professionals face in working with this population. The manual contains the following chapters and authors: The Teacher with a Learning Disabled Child,'' (P. Ackerman), The Psychological Assessment of Specific Learning Disabilities in Children,'' (S. Clements), Identification of Children with Learning Disability-The Role of the Optometrist,'' (T. Greenstein), The Eyes and Learning Disability,'' (E. Helveston) The Nurse's Role in Evaluation and Management of Children with Learning Disabilities,'' (J. Igoe), A Pediatrician Looks at Learning Disability,'' (M. Kappelman), Socioeconomic Deprivation as a Cause of Learning Disability,'' (P. Marquis), Learning Disabilities and the Child Psychiatrist,'' (C. Pfeifer), Learning Disabilities and the Role of the Psychologist,'' (A. Riester), Motor Activity and Learning'', (R. Strauss), and Neurologic Aspects of the Minimal Brain Dysfunction Syndrome Including Learning Disabilities,'' (K. Swaiman). (PHR)

ED 173 981 EC 114 941

Nolan, John D. Driscoll, Rosemary L.
Memory Deficits in Learning Disabled.
Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Exceptional Child Research, *Learning Disabilities, *Learning Processes, *Memory, *Recall (Psychological)

Memory storage and retrieval of learning disabled (LD) and normal children at two age levels (8-9 years and 11-12 years) were compared using a multitrial free recall paradigm. Stimuli were two lists of 20 high frequency nouns. Each child was tested individually on both lists on different days; one presentation was blocked, one random with counterbalancing of blocked and random lists across Ss. Children were matched for age and IQ. Older children performed better than younger; recall increased across trials and was higher with the blocked presentation. Normal children performed so much better than LD children that the recall of the young normals and the older LD children was virtually indistinguisable. (Author/PHR)

ED 173 982 EC 114 942

Winston, Alan G., Ed. Seekins, Nancy, Ed.

Recreation for All.

Florida State Postsecondary Education Commission.

Pub Date-Jan 79

Note-70p.; Document prepared by the Division of Parks, Recreation and Historic Sites

Available from-Georgia State Department of Natural Resources, Room 701, Recreation Planning Section, 270 Washington Street, S.W., Atlanta, Georgia 30334 ($1.00)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Architectural Barriers, Building Design, *Handicapped Children, Parks, *Recreational Facilities

Identifiers-*Accessibility

The manual is intended to provide guidelines for the planning and development of parks and recreation facilities which are accessbile to everyone. Separate chapters present guidelines for the following topics (sample subtopics in parentheses): general information (space relationships and wheelchair functions); general site conditions (soil conditions, viewing height, and site accessibility); vehicular circulation (parking, bus parking, and curb cuts); pedestrian circulation (walks, rest areas, and signs): recreation facilities (swimming beaches, pier fishing, picnic areas, and interpretive trails); children's play areas (riding areas, climbing, water play, and seating); buildings and utilities (entrances, telephones, floors, and toilet rooms); and furnishing (benches and chairs, outdoor grills, and trash containers). (PHR)

ED 173 983 EC 114 963

Sandals, Lauran H.

Computer Assisted Applications for Learning with Special Needs Children.

Pub Date-Apr 79

Note-26p.; Paper presented at the Meeting of the American Educational Research Association ; Not available in hard copy due to marginal legibility

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Deaf, *Educational Technology, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, Learning Disabilities, Physically Handicapped, Student Attitudes

The paper presents a brief study of the use of computers for instructional purposes with 875 handicapped children; and appendixes list a mathematics skills hierarchy, a language arts hierarchy, excerpts from student reports, and abstracts of studies of computer assisted learning with physically handicapped, learning disabled, and deaf children. Results of the study presented suggest that there are many positive advantages to computer assisted instruction for handicapped children including subjective behavioral advantages demonstrated by the improved attitude of Ss and their peers (who are in charge of proctoring many of the systems). (PHR)

Dee, Richard K., Ed.
Barrier Free Site Design.
American Society of Landscape Architects Foundation, McLean, Va.
Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Community Planning and Development.
Report No.-HUD-PDR-84(3)
Pub Date-Jul 77
Contract-H-2002-R
Note-165p.; Parts may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 023-000-00291-4, Catalog No. HH-1.2:B27)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Architectural Barriers, Cost Effectiveness, Definitions, Design Needs, *Handicapped Children, *Landscaping, *Legislation, Normalization (Handicapped), *Site Analysis, *Site Development
Identifiers-*Accessibility

The booklet provides information for the design and evaluation of a barrier free outdoor environment for handicapped individuals. Section 1 discusses the scope of the study, defines terms, cites pertinent laws and legislation, describes cost/benefit factors, and surveys population statistics. Section 2 considers recommended design details in the following areas: basic human consideration; general site accessibility; walks and intersections, ramps, stairs, and handrails; walls, gates, fences, and railings; waiting areas, drop-off zones, and parking; vegetation considerations; signage considerations; lighting considerations; recreation considerations; site furniture; and bicycle considerations. Section 3 consists of the following appendixes: population data; a chart of handicap/site element relationship; current legislation (by state); a list of individuals and organizations contacted for information; and a bibliography of information about the handicapped, (including government publications, research and foundation publications, periodicals, and books). (PHR)

ED 173 985 EC 114 965

Kysilka, Marcella L. And Others

A Preliminary Study to Determine the Validity of the Annehurst Curriculum Classification System as a Means of Identifying Gifted/Talented Students.

Pub Date-Apr 79
Note-12p.; Paper presented at the Meeting of the American Educational Research Association (San Francisco, California, Session 17.25)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Rating Scales, *Curriculum Development, *Gifted, Identification, *Identification Tests, Rural Schools, *Student Characteristics, Suburban Schools, *Talented Students, *Talent Identification, Teacher Response
Identifiers-*Annehurst Curriculum Classification System

A study was made to validate the Annehurst Curriculum Classification System (ACCS a means of classifying, organizing, storing, and retrieving curriculum materials in terms of human characteristics) as a practical and feasible means of identifying gifted/talented (GT) students. Sixty elementary teachers, both from districts with and without programs for GT students, were asked to identify three students they each had taught or were teaching whom they considered GT. An ACCS form was completed for each student and compared with that student's rating on the Scale for Rating Behavior Characteristics of Superior Students (SRBCSS). Preliminary analysis of the data indicated that the ACCS learner characteristics were comparable to the characteristics identified in the SRBCSS, suggesting that the adaptation of the learner characteristics as used in this study could eventually serve as a useful tool in identifying GT students. Among other findings was that previous knowledge of criteria for selection of GT programs had little effect upon teacher ratings, and that school environment (suburban or rural) had no effect on teacher perceptions for both scales. It was also concluded, among other things, that the ACCS could be used to identify curriculum materials appropriate for use with GT students. (DLS)

ED 173 986 EC 114 966

Steen, Marcia Jansson, Deborah

The Effects of Directionality Training on Reversals in Reading and Writing.

Pub Date- 77
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Teaching, *Dyslexia, Elementary Education, Exceptional Child Research, Learning Disabilities, *Reading Difficulty, *Remedial Instruction, Remedial Reading

The effectiveness of directionality training in alleviating a tendency to reverse letters and/or words was tested with 24 children (ages 8-9 years) with reading and math problems, who had such tendencies. The strategies used to teach directionality were based upon strategies used in previous studies with younger children that resulted in a reduction or alleviation of reversals. These strategies included such things as identifying circles, squares, triangles, and rectangles in all positions; labeling body parts as pointing left or right; and matching two words with the same beginning or ending letter. It was found, among other things, that the directionality training did not significantly affect the number of reversals made by the Ss, suggesting that using directionality training techniques with children over the age of 7 years may not be effective in alleviating the reversal tendency. However, while the experimental group continued to reverse letters and/or words even after training, they did make fewer errors on the posttest than the control group did. (DLS)

ED 173 987 EC 114 967

Lundman, Margita And Others

Technical Aids for the Speech-Impaired - Proposal for Research and Development Activities.

International Commission on Technical Aids, Housing and Transportation, Bromma (Sweden).

Pub Date-Sep 78

Note-50p.; Parts may not reproduce clearly

Available from-ICTA Information Center, Fack, S-161, 25 Bromma, Sweden (Skr 20)

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Problems, *Development, *Electromechanical Aids, Foreign Countries, Incidence, International Programs, *Mechanical Equipment, Mentally Handicapped, Needs Assessment, *Research, *Speech Handicapped

Identifiers-Sweden

The report gives an account of the needs of the speech impaired for technical aids, and presents a draft of a proposed research and development program coordinated by the Swedish Institute for the Handicapped in collaboration with the International Commission on Technical Aids, Housing and Transportation. The development of communication skills is briefly discussed, and a description of speech impairment categories is presented along with a brief overview of speech rehabilitation in Sweden. The incidence of the various speech disorders in Sweden are reviewed, and the need for further research and development on communication aid is cited. The need of the speech impaired for technical aids is discussed, including training aids, communication aids, aids to natural speech, alternative means of communication, remote communication, and the special needs of mentally retarded speech impaired persons. Some factors to be taken into account in conjunction with introducing, distributing, and handling aids for the speech impaired are considered. The role of technical aids in the rehabilitation and habilitation of persons with speech, language, and voice disorders is discussed. A proposed research and development program for technical aids designed for the speech impaired is described, and the literature on the subject is reviewed along with the latest technological developments in such areas as the following: amplifiers for persons with weak voices; voice generators; aids for persons lacking the faculty of speech and language development; aids to communication using pictures, symbols, or words; writing equipment; aids to schoolwork; aids in the work environment; aids for the mentally retarded; and alternative means of expression. Resources needed to implement the programs are discussed. A list of proposed projects is presented, including needs surveys, research and development, and testing of equipment and aids. A research review is also included. (DLS)

ED 173 988 EC 115 041

A Primer on the Language of Special Education for Occupational Education Personnel.
New York State Education Dept., Albany. Div. of Occupational Education Instruction.
Pub Date-Sep 78
Note-11p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Definitions, Equal Education, *Federal Legislation, *Handicapped Children, Individualized Programs, Special Education, *State Legislation, *Vocabulary, Vocational Education
Identifiers-*Education for All Handicapped Children Act, *New York

Intended for occupational education personnel in New York State, the paper reviews some of the language and concepts of special education as it relates to legislation and terminology, for the purpose of providing a base to build upon in the provision of educational programs for the handicapped population. The Education for All Handicapped Children Act (P.L. 94-142) is briefly reviewed, along with Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) and some New York State legislation. Concepts defined in terms of both New York and federal legislation include due process, free appropriate public education, least restrictive environment, and individualized education program. The labels learning disabled'', emotionally disturbed'', educable mentally retarded'', trainable mentally retarded'', visually impaired'', and hearing impaired'' are defined according to New York State legislation. The following national and New York organizations are briefly described: the Bureau of Education for the Handicapped, the Special Education Instructional Materials Center, the Office of Education for Children with Handicapping Conditions, the Office of Vocational Rehabilitation, the Council for Exceptional Children, and the National Association of State Directors of Special Education, Inc. The federal definition of developmental disabilities is also provided. (DLS)

ED 173 989 EC 115 042

Liu, Han Chin Perkins, Eugene R.
The Assessment of Disability in Minnesota. A Household Survey.
Minnesota State Dept. of Economic Security, St. Paul.
Pub Date-Nov 78
Note-43p.; Governor's Planning Council on Developmental Disabilities also assisted the project ; Prepared by the Division of Vocational Rehabilitation
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Handicapped, *Incidence, *Needs Assessment, State Surveys
Identifiers-*Minnesota

A study was conducted to estimate the disabled population of Minnesota, provide information on the severity and nature of the disabilities, and identify the unmet needs of the disabled. Interview data was obtained on 6,730 Minnesotans. Approximately 14.5% of non-institutionalized Minnesotans were found to have functional disabilities, the majority of which were of a physical nature. Adjustments to physical limitations and employment-related difficulties were perceived as the most important problems associated with disabling conditions. Among the disabled, 53% could drive their own vehicles and 30% had received one or more public services from human service agencies. Disabled persons were found to have a higher hospitalization rate and frequency of contact with physicians than the general population, and more problems in obtaining medical care. Included in the appendixes are nine tables of data. Reviews of the literature and of the methods and procedures used in the study are also provided. (DLS)

ED 173 990 EC 115 043

A Literature Review for Personnel Preparation in Arts Programs for Handicapped Children and Youth.

National Committee, Arts for the Handicapped, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-38p.; The Clover Park School District produced the document
Available from-National Committee, Arts for the Handicapped, Suite 801, 1701 K Street, N.W., Washington, D.C. 20006 ($1.25)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art, Art Education, *Curriculum Guides, Elementary Secondary Education, *Handicapped Children, Inservice Teacher Education, *Instructional Materials, *Professional Education, Teacher Education

The literature review identifies resources innovative program practices, and training materials in the area of arts for handicapped children and youth. Entries are divided into the following categories: arts instruction, professional education special education, professional preparation therapies, professional development recreation, and existing arts programs curriculum development. Listings are provided alphabetically by author and include author and title, publisher/source, publication date and a brief description. (SBH)

ED 173 991 EC 115 044

Arts and the Handicapped: Current Legislation. A Report of a Mini Conference, May, 1977.

National Committee, Arts for the Handicapped, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 77
Note-69p.; The Clover Park School District produced the document
Available from-National Committee, Arts for the Handicapped, Suite 801, 1701 K Street, N.W., Washington, D.C. 20006 ($1.50)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Art Education, Elementary Secondary Education, *Federal Legislation, *Handicapped Children

The document reports the proceedings of a mini-conference on the impact of P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973 on arts programs for the handicapped. Included are sections on the following: a brief review of P.L. 94-142, Section 504, and Section 409 of P.L. 93-380; a copy of the conference program; description of the conference format; review of proceedings covering such areas as exemplary arts programs for the handicapped; a summary of results of small group discussions; a list of participants; and a conference evaluation report. Among appended materials are texts of the presentations entitled ``Who Are the Handicapped?,'' and ``A Parent Talks About Arts and the Handicapped.'' (SBH)

ED 173 992 EC 115 045

Federal Legislation, The Arts and Handicapped People. Questions and Answers Concerning P.L. 94-142 The Education for all Handicapped Children'' Act and Section 504 of P.L. 93-112 The Vocational Rehabilitation Act Amendments of 1973''.

National Committee, Arts for the Handicapped, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-43p.
Available from-National Committee, Arts for the Handicapped, Suite 801, 1701 K Street, N.W., Washington, D.C. 20006
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art Education, Elementary Secondary Education, *Federal

Act of 1973 (Section 504)

Intended for personnel working in the arts and for those serving handicapped people, the handbook explains briefly the nature of the Education for All Handicapped Children Act (P.L. 94-142) and the Vocational Rehabilitation Act Amendments of 1973 (P.L. 93-112) and provides information regarding their relationship to the arts. Information on P.L. 94-142 and Section 504 of the Rehabilitation Act are presented in question-answer format in initial sections. Subsequent sections address deadlines for Section 504 compliance and 94-142 and Section 504 policy statements put out by the National Committee, Arts for the Handicapped. A final section of resources includes annotated lists of resources on both P.L. 94-142 and Section 504 of the Rehabilitation Act. (SBH)

ED 173 993 EC 115 076

State of the State Special Education in Maryland. MSDE Report 1978.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
Pub Date-1 Sep 78
Note-116p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Child Advocacy, Early Childhood Education, Exceptional Child Services, *Handicapped Children, *Special Education, State Legislation, *State Programs, Teacher Education, Vocational Education, Vocational Rehabilitation

The yearly report focuses on major achievements in Maryland special education in 1978 and on projected 1979 efforts. Initial sections center around a progress report of FY 1978 objectives and a review of fiscal resources for that year. Considered in a section on major achievements of 1978 are developments in nonpublic tuition assistance, hearing officers' training manual, the special education bylaw, early childhood services, child find, personnel development, day care facilities and the monitoring and evaluation system. Special efforts for FY 1979 are explained to involve early childhood services, service to children aged birth to 2 years, related services, vocational education and vocational rehabilitation, Section 504 of The Rehabilitation Act of 1973, child advocacy, nonpublic tuition assistance, and a comprehensive system of personnel development. (CL)

ED 173 984 FL 008 568

Jakobovits, Leon A. Gordon, Barbara Yaffey
Transactional Engineering for the Language Teacher: The Third Force in Language Teaching.
Alberta Teachers Association, Edmonton. Modern Language Council.
Pub Date-76
Note-42p.; Paper presented at the Annual Conference of the Modern Language Council (Banff Springs, Alberta, Canada, October 23, 1976)
Journal Cit-Alberta Modern Language Journal; v15 n2 p11-43 Win 1976-77
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acculturation, Audiolingual Skills, Bilingualism, Classroom Communication, Communicative Competence (Languages), *Conversational Language Courses, *Cross Cultural Training, Cultural Education, Discourse Analysis, Ethnicity, *Language Instruction, Postsecondary Education, *Second Language Learning, *Speech Communication, *Teaching Methods
Identifiers-*Transactional Engineering

Talk is proposed as the subject matter of foreign language courses. The key to acquiring liberated expression lies in the assimilation of the learner to the target culture. Once he/she is assimilated, the learner's involvement in a situation matches the involvement of natives of the target culture. For example, faced with some life circumstance the learner notices and interprets the clues of the event as natives do. This standardization process is controlled by the language teacher. As the learner acquires "standardized imaginings" to daily situations, the resultant involvements precipitate spontaneous talk. The pedagogic strategy consists of arranging the learners' social environment so as to provide them with real life exchanges in addition to practice exchanges. Transactional exchanges that are made real have the power to spontaneously evoke topicalization behavior (dialogue). A model is proposed which outlines six stages of language learning. The first three relate to practice talk (differentiating situational units, practicing interactional routines, accumulating ethnicity information) and the second three relate to situated talk (enacting situated exchanges, managing episodal exchanges, executing liberated expression). Illustrative activities are given for each of the six phases. (Author/JB)

ED 173 995 FL 009 007

Barnach-Calbo, Ernesto

La Lengua Espanol en los Estados Unidos (The Spanish Language in the United States).

Ibero-American Bureau of Education, Madrid. (Spain).

Pub Date-16 Sep 77

Note-62p.; Paper presented at the Conference of Latin American Ministers of Education (3rd, San Juan, Puerto Rico, October 1-7, 1977) ; Best copy available.

Language-Spanish

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Biculturalism, *Bilingual Education, Bilingual Students, Cubans, Educational Legislation, Immigrants, *Language Role, Mexican Americans, *Minority Groups, Native Speakers, Official Languages, Puerto Ricans, *Spanish, *Spanish Americans, *Spanish Speaking

Identifiers-*United States

This report on the use of the Spanish language in the United States discusses the Spanish-speaking population, the language itself, and bilingual education in the United States. The background about the Spanish-speaking population includes the following topics: (1) A Nations of Immigrants,'' (2) The Population of the Spanish-Speaking Minority,'' and (3) Characteristics of the Spanish-Speaking Minority.'' The second section, on the use of the Spanish language in the United States, discusses Spanish as a learned language, as a mother tongue, and as an official language. The third section, on bilingual education in the United States, discusses the history of bilingual education up to 1968, and then outlines recent developments after 1968. (NCR)

ED 173 998 FL 009 541

Galvez Touzet, Teresa

El Profesor de Idiomas: El Teatro, Los Titeres Y Los Sketches (The Language Teacher: The Theater, the Puppets, and the Sketches).

Universidad Nacional de Trujillo (Peru). Departmento de Idiomas y Linguistica.

Pub Date-Aug 77

Note-38p.

Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Art, Drama, *Dramatics, Elementary Education, Freehand Drawing, *Language Instruction, *Puppetry, *Second Language Learning, Spanish, *Teaching Techniques, Theater Arts

This guide in Spanish for the foreign language teacher suggests that more emphasis be placed on theater and art in the second language classroom. Easy methods for creating functional and attractive visual aids for the classroom are described. This guide for elementary school teachers describes: (1) easy theatrical techniques that can be used daily in the classroom, (2) puppets that can be used to present dialogs, and (3) sketches used to illustrate vocabulary items. The first chapter describes visual aids in the foreign language classroom and how to make them. The second chapter discussed how to apply theatrical techniques to the foreign language classroom, and the third chapter tells how puppets can be used in the classroom. (NCR)

ED 173 007 FL 009 542

Galvez de Bracamonte, Teresa

Como evalver la actuacion del profesor en una clase de segundo idioma (How to Evaluate a Teacher in a Second Language Classroom).

Universidad Nacional de Trujillo (Peru). Departmento de Idiomas y Linguistica.

Pub Date-Dec 75

Note-34p.; Not available in paper copy due to marginal legibility of original document

Language-Spanish

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Classroom Observation Techniques, Data Analysis, Educational Assessment, Evaluation Methods, *Language Instruction, *Performance Criteria, Performance Factors, *Second Language Learning, *Spanish, Teacher Characteristics, *Teacher Evaluation, Teaching Techniques

This guide in Spanish provides performance criteria for evaluating the foreign language teacher. It provides an outline for analyzing the teacher's actions and teaching methods in the classroom. Through the evaluation by an outsider, the teacher can learn his or her faults in the views of others and can improve on them. The aspects to be analyzed include: (1) personal qualitites; (2) the lesson plan; (3) the organization of the classroom; and (4) techniques for teaching pronunciation, presenting new material, teaching culture, vocabulary, texts, and assigning homework. Instructions for doing the evaluation include: (1) methods for recording and tabulating data, (2) interpreting the results, and (3) communicating the results to the teacher. The evaluation sheets are appended. (NCR)

Grosu, Alexander

On Unbounded Extraction Phenomena and the So-Called Specified Subject Condition. CUNYForum No. 4.

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.

Pub Date-78

Note-59p.

Available from-Ph.D. Program in Linguistics, The Graduate Center of CUNY, 33 W. 42 St., New York, New York 10036 (Annual subscription: $5.00 - individual, $8.00 - institutions)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Case (Grammar), *English, Form Classes (Languages), Grammar, Language Patterns, Language Research, *Linguistic Theory, *Nominals, Phrase Structure, *Sentence Structure, Structural Linguistics, Surface Structure, *Syntax, Transformation Generative Grammar

This paper argues: (1) that one of the major syntactic constraints adopted by many proponents of the Extended Standard Theory, namely the Specified Subject Condition (SSC), is empirically inadequate with respect to "unbounded" extraction phenomena; and (2) that the unbounded extraction data which the SSC purported to account for need to be accounted for in nonsyntactic terms. After a review of the research on the subject, Oerle's counterproposal is discussed and found inadequate. A nonsyntactic alternative to the extraction data to which Chomsky and Oerle addressed themselves is offered and the role of context with respect to them is stressed. Finally, it is argued that the SSC is insufficient and unnecessary with respect to unbounded extraction phenomena, and that it cannot be maintained within existing versions of the (Revised) Extended Standard theory, unless one is willing to countenance either an increase in theoretical power, or an unnatural characterization of the class of phenomena which the SSC is supposed to constrain. (Author/AMH)

ED 173 999 FL 010 169

Asian Pacific Perspectives.
Los Angeles Unified School District, Calif.
Pub Date-74
Note-378p.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, Calfiornia 90012
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Asian Americans, Bibliographies, Bilingual Education, *Cultural Background, *Cultural Education, Elementary Education, *English (Second Language), *Ethnic Groups, Immigrants, *Instructional Materials, Language Instruction, Minority Groups, *Multicultural Education, Phonology, Resource Guides, Syntax
Identifiers-*Knowledge of English Yields Success Project

This multicultural guide contains classroom activities that have been prepared for use in the primary grades. The guide is divided into five sections: (1) multicultural, (2) phonology, (3) syntax, (4) comprehension, and (5) resources. The multicultural unit discusses twenty activities from Asian countries, some involving arts and crafts and some involving classroom discussion. The phonology unit is designed to help Asian American students improve their oral/aural discrimination skills in English. Each of the 30 lesson units represents a pronunciation problem for three or more of the five Asian language groups. The syntax unit is designed to give Asian American students a better understanding of English sentence structure as well as knowledge of the American culture. The comprehension unit is developed to assist students who are learning English as a second language to express themselves orally in English. The resources unit contains three bibliographies: (1) Asian American Bibliography: Adult Reading,'' (2) Asian American Multi-Media Materials, K-3,'' and (3) Bibliography of Asian American Children's Books, K-3.'' (NCR)

Bi-lingual Learning in Multi-Racial Societies. Selected Titles.

Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date-78

Note-329p.

Available from-Bernard Van Leer Foundation, P.O. Box 85905, 2508 CP, The Hague, The Netherlands

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Education, *Bilingualism, Cross Cultural Studies, Cultural Context, *Cultural Pluralism, Culture, *Educational Policy, Ethnicity, Instructional Materials, Language Instruction, Minority Groups, Multilingualism, Psycholinguistics, Public Policy, *Second Language Learning, Second Languages, Sociolinguistics

This bibliography is intended to help people who are concerned with bilingual, bicultural situations and particularly with the educational aspects of these situations. Reflecting a variety of viewpoints, it contains studies on all aspects of bilingualism. In addition to the 2,363 titles, there is a subject index and two appendices. Appendix I presents a list of institutions and/or periodicals in the field of bilingual, bicultural, and migrant education. Appendix II provides information on obtaining materials from data bases in many countries. (AMH)

Abou, Selim And Others

Minorities linguistiques et interventions. Essai de typologie (Linguistic Minorities and Interventions. Towards a Typology).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Spons Agency-French-Canadian Association for the Advancement of Science, Ottawa (Ontario).

Pub Date-78

Note-326p.; Proceedings of the Symposium on Linguistic Minorities (Quebec, Canada, April 15-18, 1977)

Available from-International Scholarly Book Services, Inc., Post Office Box 555, Forest Grove, Oregon 97116

Language-French

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biculturalism, Bilingual Education, *Bilingualism, Business, Business Responsibility, Civil Rights, Cross Cultural Studies, Cultural Interrelationships, Cultural Pluralism, Culture, *Ethnicity, *Language Attitudes, *Language Planning, *Minority Groups, Official Languages, Psycholinguistics, Public Policy, Second Language Learning, Second Languages, Social Factors, Sociolinguistics, *Typology

This volume contains six major papers on the following topics: (1) the concept of linguistic minority; (2) juridical approaches in linguistics; (3) a typology of interventions in the public sector; (4) a typology of interventions in education; (5) the use of language in private enterprise; and (6) the concept of ethnic group. The necessity of securing the collaboration of various backgrounds in the study of linguistic minorities is noted. Each paper is followed by commentaries. The contributors to the volume are: Jean-E. Humblet, Guy Heraud, Jean Poirier, Alain Prujiner, Servio Salvi, Peter Pernthaler, Alberto Escobar, Marc Lengereau, Rudolph Viletta, Guy Plastre, Heinz Kloss, Fried Esterbauer, Alain Fenet, William F. Mackey, Pierre Maranda, John Macnamara, Guiu Sobiela-Caanitz, Gerardo Alvarez, Jacques Brazeau, Pierre Laporte, Toussaint Hocevar, M.P. Herremans, Selim Abou, and Jean-Marc Leger. (Author/AMH)

ED 174 002 FL 010 264

Russell, William Snow, David

A Bilingual Study of Selected Syntactic Skills in Spanish-Speaking Children. Technical Report 60.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-SWRL-TR-60

Pub Date-31 Oct 77

Contract-NE-0-00-3-0064

Note-40p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Students, Child Language, Constructed Response, Dramatic Play, Early Childhood Education, Elementary Education, Elementary School Students, *English (Second Language), Error Analysis (Language), Imitation, Interviews, Kindergarten Children, *Language Development, Language Proficiency, *Language Research, *Morphology (Languages), *Second Language Learning, Spanish Speaking, Suffixes, Syntax

Identifiers-Auxiliary Verbs, *Tense (Verbs)

Twelve Spanish-speaking kindergarteners living in Los Angeles were tested for usage of English verb tense morphemes through responses elicited during task situations that were dramatized with the use of toy-like realia. The children were first asked to provide a constructed response to questions, and were then given model sentences for immediate imitation. For comparison, three English-speaking kindergarteners were similarly tested. A longitudinal follow-up was done at the first-grade and third-grade levels. The data were sufficient to support an acquisition sequence for five auxiliary morphemes. In kindergarten, only the progressive suffix ``-ing'' was produced to criterion by a high percentage of the Spanish speakers. In first grade, ``did'' came under control. In third grade, where morphemic tense usage within relative clauses was recorded, perfective ``have'' and the suffixes ``-ed'' and ``-en'' reached criterion in certain contexts (``have'' was controlled in negative contexts only, the suffixes in affirmative contexts only), but command of these morphemes was still developing. This finding suggests that phonetic difficulty may initially constrain past-tense marking to a context-sensitive rule, limited to vocalic or sonorant stem-final environments. A bibliography is appended. (JB)

ED 174 003 FL 010 285

Guitart, Jorge M.

Aspectos del Consonantismo Habanero: Reexamen Descriptivo (Aspects of the Consonant System of Havana Spanish: A Descriptive Reexamination).

Pub Date-Dec 77
Note-25p.; Paper presented at the Convention of the Modern Language Association of America, Spanish-American Dialectology Special Session (92nd, December 27-30, 1977)
Language-Spanish
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consonants, *Cubans, Dialects, *Dialect Studies, Error Analysis (Language), Language Usage, Language Variation, Phonetics, *Phonology, *Regional Dialects, *Spanish, Spanish Speaking, Speech Communication

Two studies on the phonology of Spanish spoken by Cubans in the United States are critically analyzed. The studies are: ``Markedness and a Cuban Dialect of Spanish,'' by Jorge M. Guitart, and ``Some Theoretical Implications from Rapid Speech Phenomena in Miami-Cuban Spanish,'' by Robert M. Hammond. The methodologies of Hammond and Guitart are critically examined and corrections are made of certain inaccuracies in their descriptions of Havana Spanish. The five sections of the analysis include: (1) general observations on Hammond's thesis, (2) a description of the educated Spanish of Havana, (3) a description of the people who speak the educated Spanish of Havana, (4) errors in the description of the educated Spanish, and (5) retroflex consonants of Havana Spanish. It is argued that the term ``Miami Cuban Spanish'' may be misleading since there are many dialects of Cuban Spanish and the people interviewed in Miami were from different parts of Cuba. (NCR)

ED 174 004 FL 010 291

Miner, Kenneth L.

On the Notion ``Restricted Linguistic Theory'': Toward Error-free Data in Linguistics. Kansas Working Papers in Linguistics, Volume 3, 1978.

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-78

Note-20p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Contrastive Linguistics, Data Analysis, Deductive Methods, *Descriptive Linguistics, Diachronic Linguistics, *Language Research, *Language Universals, *Linguistics, *Linguistic Theory, Researchers, Research Methodology, *Scientific Methodology, Structural Linguistics

Identifiers-Language Families

The construction of general linguistic theories is subject to errors of fact and perspective. The theoretical linguist is inclined by the nature of his work to fall into such errors because he/she is obliged to generalize about many languages on the basis of research done in one or a few. The scope of this task inevitably leads to a failure to consider all facts in their context and renders the completion of all necessary background research impossible. C. Douglas Johnson's article ``Global Constrained Rule Application in Menomini'' is analyzed to support this position. By limiting themselves to restricted linguistic theories involving a specific family of languages, theoretical linguists will avoid inevitable error and remain true to the nature of their field, since experience has shown that only within language familes do interesting implicational universals seem to hold. A brief bibliography is appended. (JB)

ED 174 005 FL 010 306

James, Carl

Directionality in Contrastive Analysis.

Pub Date- Sep 78

Note-13p.; Paper presented at the International Colloquium on Contrastive Linguistics and Science of Translation (Trier/Saarbruecken, Germany, September, 1978)

Pub Type- Opinion Papers (120) -- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Contrastive Linguistics, Grammar, Interference (Language Learning), Language Dominance, *Language Processing, Language Research, *Linguistic Competence, *Linguistic Theory, Native Speakers, Phonology, *Second Language Learning, *Second Languages

A contrastive analysis (CA) does not require commitment to directionality. Even asymmetrical interlingual correspondence can be handled by adirectional statements. If well executed, a CA is capable of handling three pairs of L2 learning phenomena: (1) going from language A to language B and vice versa; (2) productive and receptive command; and (3) effects of L1 and L2 and vice versa. CAs are bilingual competence models of language, and have no jurisdiction over matters of performance. A competence model has to do with mental organization of linguistic knowledge, is speaker-hearer neutral, and is removed from real-time constraints. A bibliography is appended. (Author/JB)

ED 174 006 FL 010 341

Heindrichs, Wilfried

Kommunikationsfahigkeit: Ein Lernziel und seine Probleme (Communicative Competence: A Learning Goal and Its Problems). CILA Bulletin, No. 28.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-78

Note-14p.

Language-German

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Applied Linguistics, *Communicative Competence (Languages), *Educational Objectives, *Language Instruction, Language Skills, *Linguistic Theory, Psycholinguistics, *Second Language Learning, *Teaching Methods, *Teaching Models

The goal of communicative competence as an application of linguistic principles involves three processes: (1) reduction, or the relationshiip between the term ``communication'' in its everyday sense and pedagogically useful models of communication; (2) transposition, or the relationship between language theory and language learning; and (3) deduction, or determining the curricular implications of judgements about the goals, content, organization and control of learning. Common and confused understandings of concepts comprised by the term ``communication'' must, through reduction, be replaced with clear concept models which enhance the effectiveness of teaching by representing the psychological realities behind modes of communication. Transposition emphasizes the pedagogically applicable side of language theories at the expense of the ``inner relevance'' to linguists of the theories. These two processes can be applied to deduction, which demands the abandonment of easy catch phrases in favor of the determination of specific learning goals based on an awareness of the real psychological processes of second language learning. (JB)

ED 174 007 FL 010 357

Richards, Meredith Martin

The Acquisition of English Antonymic Terms: Recent Evidence and its Implications for a Semantic Feature Acquisition Theory. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 1.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Nov 78
Note-37p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Language, *Cognitive Development, Comprehension, *Comprehension Development, Concept Formation, *Language Development, *Language Processing, Language Research, Literature Reviews, Preschool Children, Psycholinguistics, *Semantics, Speech Habits, Vocabulary Development

Identifiers-*Antonyms

The recent experimental literature on the acquisition of English antonyms is reviewed, with special reference to the position of Eve Clark and the particular ontogenetic assumptions her position entails. The assumptions examined are: (1) in a hierarchically organized lexical domain, the order of acquisition appears to be from the top of the hierarchy downward; (2) linguistically unmarked or semantically positive terms are acquired before their marked or negative counterparts; and (3) systematic misinterpretation of the marked or negative term indicates confusion between it and the unmarked term. It is shown that many recent findings are at variance in some major way with predictions from Clark's theory. A recurrent problem has been that children's comprehension task performance is confounded with their behavioral biases specific to the linguistic and nonlinguistic contexts in which the lexical terms are presented. (Author/AMH)

ED 174 008 FL 010 378

Clemens, Mary Barbara

Evaluational Reactions to Spoken Ilokano and Their Relationship to Years of Foreign Language Study.

Pub Date-Dec 76

Note-75p.; M.A. Thesis, University of Hawaii

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bilingual Students, *Cultural Background, *Cultural Pluralism, English, *Ethnic Groups, Ethnic Stereotypes, Evaluation Criteria, Filipino Americans, French, High School Students, *Language Attitudes, Language Research, Rating Scales, Second Language Learning, Social Attitudes, Sociolinguistics

Identifiers-*Filipinos, *Ilokano

Forty-four Hawaiian native English-speaking ninth graders were asked to assign bipolar ratings for qualities of friendliness to the recitation of a text recorded by the same person in English, French, and Ilokano. The matched guise technique of Lambert was used. Results indicate that the subjects held a negative sterotyped view of Ilokano speakers, and that this stereotype tended to be more pronounced in students with home or school second language learning experience and in students who spoke only English in the home. The cultural background and pedagogical motivation for the study are extensively discussed, and the forms used in conducting the study are appended along with a bibliography. (JB)

ED 174 009 FL 010 397

Poplack, Shana
On Deletion and Disambiguation in Puerto Rican Spanish: A Study of
Verbal /nCity Univ. of New York, N.Y. Centro de Estudios
Puertorriguenos.
Pub Date-May 78
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Dialects, Language Research, Language Variation, *Linguistic
Performance, Morphology (Languages), *Phonemes, Phonology, *Plurals,
*Puerto Ricans, *Spanish, *Structural Analysis, Surface Structure

Weakening and deletion of syllable-final and word-final phonemes, a phenomenon prevalant in Puerto Rican Spanish, was studied. Two of these phonemes, /s#/ and /n#/ were examined for their capacity as plural markers. Data were collected during a one-year ethnographically-oriented study of a single block in the Puerto Rican community in north Philadelphia. Tape-recorded interviews were conducted with first generation Puerto Ricans over age 21. All were dominant, if not monolingual, speakers of Puerto Rican Spanish, about 33 percent of whom claimed to speak no English at all, although many had lived in Philadelphia for over 20 years. The linguistic interviews were conducted in Puerto Rican Spanish, using an interview schedule adapted to suit the needs of the community. In studying the verbal inflection /n#/, the same sorts of constraints were studied that were found to be operative for the plural inflection /s#/. These study questions were: (1) Did a subject NP accompany the verb in question, and if so, did it precede or follow the verb? (2) Did any additional disambiguating information accompany the verb? (3) Was the type of disambiguating information morphological or nonmorphological? and (4) Did the verb itself contain some morphophonemic change indicative of plurality? (SW)

ED 174 010 FL 010 398

Leino, Anna-Liisa

An Introduction to the Content of Foreign Language Instruction. Research Bulletin No. 50.

Helsinki Univ. (Finland). Inst. of Education.

Pub Date-Jun 78

Note-89p.

Pub Type- Reference Materials - Bibliographies (131) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Contrastive Linguistics, *Course Content, *Curriculum Planning, Descriptive Linguistics, Elementary Secondary Education, Individual Needs, *Language Instruction, Learning Theories, *Modern Language Curriculum, Psychoeducational Processes, *Second Language Learning, Sociolinguistics, *Teaching Methods

Identifiers-*Finland

The purpose of this study is to provide an overview of educational and linguistic criteria that can be used in selecting, structuring, and presenting the content of foreign language instruction. Some emphasis is laid on application of criteria to Finnish public school curricula. Educational aspects of the discussion include curriculum, individual needs, and learning theories. Linguistic criteria are covered from sociolinguistic, intralinguistic, and interlinguistic points of view. Implications of all criteria are applied individually to the selection, structuring, and presentation of course content in foreign language instruction. A bibliography is appended. (Author/JB)

ED 174 011 FL 010 404

Johnson, Don Phillip

Bilingual Concept Awareness: The Effects of Methodology on Second Language Acquisition.

Pub Date-78

Note-84p.; M.A. Thesis, California Polytechnic University

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiolingual Methods, Bilingualism, *Concept Formation, Contrastive Linguistics, *English (Second Language), High School Students, *Language Instruction, Language Research, Language Tests, Pattern Drills (Language), Psycholinguistics, *Second Language Learning, Semantics, Spanish, *Spanish Speaking, *Teaching Methods, Visual Aids

Identifiers-*Prepositions

Twenty-five Spanish-speaking English as a Second Language (ESL) students in a California high school were the subjects of a study to determine the effectiveness of an audiovisual as opposed to an audiolingual method. After pretesting, to ensure that the subjects had approximately the same proficiency level, the students were divided into a control group, which was taught to distinguish among the nuances of English in,'' on,'' and at'' using a traditional audiolingual repetition method, and an experimental group, which was shown line drawings as an aid in achieving mastery of the same distinctions. The experimental group performed better than the control group on the post test, to a # .067 level of significance. The literature is extensively surveyed, and the pretest and post test are appended, along with a bibliography. (JB)

ED 174 012 FL 010 405

Butovsky, Lillian McHugh, John

Frases en ingles para defenderse (Phrases for Getting Along in English).

Ontario Ministry of Culture and Recreation, Toronto.

Pub Date-78

Note-502p.; A set of audio-cassettes is also available ; Guide prepared by the Newcomer Services Branch

Available from-Publications Centre, Ministry of Government Services, 880 Bay Street, 5th Floor, Toronto, Ontario, M7A 1N8, Canada ($2.50 for book, $10.70 for 7 tapes)

Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Basic Skills, *Basic Vocabulary, *English (Second Language), Grammar, *Immigrants, Language Skills, Pronunciation, Second Language Learning, *Spanish, *Spanish Speaking, *Speech Communication, Vocabulary

Identifiers-*Phrasebooks

This book of Spanish-English phrases intended for Spanish-speaking immigrants is divided into two main sections. Part One contains the grammatical section, a pronunciation guide, and basic words and phrases a newly arrived Spanish-speaking person would need to get along in an English speaking environment. Grammatical notes in Part One indicate where to look in the grammar section should one want a more complete explanation of the construction of a phrase. Part Two contains words and phrases that would be necessary in specific situations, such as a visit to a doctor, transportation needs, school, etc. Each chapter in Part Two begins with general information on the material it covers. Each phrase is translated into Spanish using words commonly used in most Spanish-speaking countries. When more information is required than can be provided in this book, the reader is referred to an easily available source in which information is more detailed. There are some pen and ink drawings and diagrams to illustrate pronunciation patterns and some words and phrases. (Author/AMH)

ED 174 013 FL 010 406

Jarvis, Donald K., Ed.

Techniques for Increasing Slavic Program Enrollments: A Collection of Success Stories.

American Association of Teachers of Slavic and East European Languages.
Pub Date-78
Note-78p.
Available from-American Association of Teachers of Slavic and East European Languages, Department of Russian and Slavic Studies, Modern Languages 340, University of Arizona, Tucson, Arizona 85721 ($4.00)
Pub Type- Books (010) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Cocurricular Activities, Community Involvement, Community Support, *Course Descriptions, Enrichment Activities, Ethnic Studies, Higher Education, Intensive Language Courses, Language Enrichment, Language Enrollment, *Language Instruction, *Language Programs, Learning Activities, *Russian, Secondary Education, *Second Language Learning, *Slavic Languages

This volume contains descriptions of successful Slavic language programs. The topics considered are: (1) community and institutional support; (2) programs for out-of-class practice; and (3) limited focus programs. The following articles are included: (1) "The University of Arizona Russian Pr[illegible]" by J. Malik, Jr.; (2) "Building from an

New York,'' by V. Von Wiren-Garczynski; (4) A Bird of a Different Feather: A Slavic Department with Thriving Ethnic Programs,'' by N. Moravoevich; (5) What is a Language and Area Center and What Does it Do?'' by L. Twarog; (6) Russian Before and Long After Sputnik: Friends School, Baltimore,'' by Z. Dabars; (7) Russian in a Large Public High School,'' by H. Ziegler; (8) The Russian House at the University of Washington,'' by M. Frisque and J. Haney; (9) The 'Russkij Dom' at Douglass College,'' by L. Turkevich; (10) Oberlin's 'Russkij Dom','' by J. Dunlop; (11) The Russian Room at Hunter College,'' by A. Alexander; (12) Weekend Russian Language Camps for Secondary and College Students,'' by L. Twarog; (13) So You're Going to Have a Language Camp? Some Suggestions for Making it work,'' by G. Ervin; (14) The Russian Practicum at Columbia University,'' by P. Krafcik; (15) Intensive Russian Language Programs at Georgetown,'' by R. Leager; and (16) The Bryn Mawr College Seminar-Workshops and the Russian Language Institute,'' by R. Pearce. (AMH)

ED 174 014 **FL 010 407**

Gingras, Rosario C., Ed.

Second-Language Acquisition and Foreign Language Teaching.

Center for Applied Linguistics, Arlington, Va.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-78

Note-117p.

Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($7.25)

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Communicative Competence (Languages), Educational Objectives, Elementary Secondary Education, English (Second Language), Higher Education, *Language Instruction, *Language Processing, *Language Research, Language Skills, Learning Processes, *Second Language Learning, Second Languages, Skill Development, Speech Communication, Teaching Methods, *Teaching Models

This volume presents two papers synthesizing current research in second-language acquisition and reactions to these papers from the point of view of researchers in foreign language learning. The introduction by Rosario Gingras provides an overview of the research in second-language acquisition as it applies to foreign language teaching. A distinction between second language'' and foreign language'' is proposed: in a second-language context, the target language is spoken by the community outside the classroom; in a foreign language context, the target language is generally limited to classroom study. The following papers appear in the collection: (1) The Monitor Model for Second-Language Acquisition,'' by S. Krashen; (2) The Acculturation Model for Second-Language Acquisition,'' J.H. Schumann; (3) The Monitor Model and Monitoring in Foreign Language Speech Communication,'' by K. Sajavaara; (4) Implications of Research on Adult Second-Language Acquisition for Teaching Foreign Languages to Children,'' by M. Saville-Troike; (5) Implications of Current Research on Second-Language Acquisition for the Teaching of Foreign Languages in the United States,'' by A. Valdman; and (6) Second-Language Acquisition and Foreign Language Teaching,'' by R. Gingras. A comprehensive bibliography concludes the volume. (AMH)

ED 174 015 FL 01[illegible] 409

Travers, Claudia S. Reilly, Joseph T. M.

Learning Through Survival: An Approach to Foreign Language Teaching. A Program Description and Evaluation.

Pub Date-22 Mar 79

Note-35p.; Document prepared at Shoreham-Wading River Central Schools, Wading River, N.J.

Available from-Shoreham-Wading River Central School District Route 25A, Wading River, New York (free)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communicative Competence (Languages), *Cultural Education, Cultural Exchange, Foreign Countries, *French, *Instructional Trips, Intercultural Programs, Language Fluency, *Language Programs, Middle Schools, Secondary Education, *Second Language Learning, Travel, Verbal Communication

Identifiers-*Quebec

A foreign travel program for eighth grade French language students from Shoreham, New York was developed to provide language speaking practice in Quebec, Canada. The program was designed to allow students to spend as much time as possible speaking the language and interacting with the people. The following "survival through speaking" activities were developed: going up to a stranger and asking directions, ordering food in a restaurant, buying food in a market, purchasing articles in store, going through customs, changing money, finding out about a sporting or cultural event, finding out about train travel, playing soccer with local students, and visiting the local tourist office to find out what the city has to offer. American students also visited a school to meet their French-Canadian peers. A second trip was planned to allow students to compare their growth in facility with the language. A descriptive account of the trip, results of an evaluation of the program, and sample evaluation forms are presented. (SW)

ED 174 016 FL 010 411

Hester, Hilary, Comp. And Others
English as a Second Language in Multi-Racial Schools.
Pub Date-77
Note-44p.
Available from-National Book League, 7 Albermarle Street, London W1X4BB. (60p; non-member 85p)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Communicative Competence (Languages), *English (Second Language), *Instructional Materials, *Language Instruction, Listening Skills, Reading Skills, *Resource Materials, *Second Language Learning, Speech Communication

An annotated bibliography for English as a second language teachers is divided into five main sections: (1) general resources for teachers; (2) courses devised for second language teaching and foreign language teaching; (3) the development of listening and speaking skills; (4) the development of reading skills; and (5) the development of writing skills. Specific contents are: language, language in education, linguistics and second language learning, social and cultural contexts, journals for teachers, official publications, organizations and bookshops, courses for children learning English in England, courses for the international market, pronunciations, songs and rhymes, games and material for oral work, stories, books for teachers, reading material and schemes for native speakers, reading materials for second language learners, dictionaries, and books and workbooks on writing skills. (SW)

ED 174 017 FL 010 424

Waggoner, Dorothy

Resources to Meet the Educational Needs of Language Minorities: Teachers in Public Schools.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date-Feb 79

Note-12p.; Paper presented at the TESOL (Teachers of English to Speakers of Other Languages) Conference (Boston, Massachusetts, February 28, 1979)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *English (Second Language), Language Instruction, *Language Teachers, *National Surveys, Second Language Learning, *Teacher Background, Teacher Characteristics, *Teacher Education, *Teaching Skills

Findings are presented from the Teachers Language Skills Survey, the first national survey undertaken to estimate how many teachers currently employed in public schools have the backgrounds, experience, education, and skills needed to teach students with limited-English proficiency. Information was gathered on teachers teaching in the 1976-77 school year, and approximately 14,000 teachers were selected in a two-stage stratified sample designed to be nationally representative. The findings are based upon responses from approximately 10,000 teachers adjusted for non-responding schools and teachers. In addition to data about teachers of students with limited-English proficiency, comparisons are presented between public school teachers teaching English as a second language and teachers generally. (SW)

ED 174 018 FL 010 428

Churchill, Edith H. E. Petner, Joseph N., Jr.
Children's Language and Thinking: A Report of Work-in-Progress.
North Dakota Study Group on Evaluation, Grand Forks.
Spons Agency-Rockefeller Bros. Fund, New York, N.Y.
Pub Date-Mar 77
Note-67p.
Available from-North Dakota Study Group on Evaluation, Center for Teaching and Learning, University of North Dakota, Grand Forks, N.D. 58201
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Language, Class Activities, Classroom Communication, *Curriculum Planning, *Discourse Analysis, Elementary Education, Grade 1, Inservice Teacher Education, Interaction Process Analysis, Kindergarten, Language Development, Program Evaluation, *Student Evaluation, *Teacher Workshops

A one-year project to explore the use of children's language served as a basis for staff development through the North Dakota Study Group on Evaluation. Children's conversations among themselves were observed and recorded within the classroom setting, and the content of the observations were used for planning curriculum and assessing children's progress. The documentation of this process was used as a basis for evaluating program effectiveness. The reality of piloting and developing this methodology has pointed to the difficulty of using this kind of data in relation to program evaluation. In developing the model, emphasis was placed on the child and his learning. The importance of relating to children as individuals and meeting children's individual needs was recognized. A K-1 class of 20 children was studied. Samples of children's spontaneous conversations and of workshop discussions of the samples are included. Samples of teacher's records that reveal friendship groups and children's choices of activities are also presented. The curriculum themes of rhythms and sounds, family, mathematical thinking, spatial relations, child's map of the world, and relationship process of curriculum are considered. (SW)

ED 174 019 FL 010 444

Watts, Richard J. Wyler, Siegfried

Erhebungen zum Englischunterricht an Schweizerischen Schulen: Ergebnisse einer Umfrage (Inquiry into English Instruction in Swiss Schools: Results of a Survey). CILA Bulletin, No. 25.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-77

Note-16p.

Language-German

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Applied Linguistics, Audiovisual Aids, Educational Assessment, *English (Second Language), Instructional Materials, *Language Instruction, *Language Laboratory Use, *Language Teachers, Secondary Education, Second Language Learning, *Teacher Attitudes, Teacher Characteristics, Teacher Qualifications, *Textbook Evaluation, Textbooks

A survey was completed by 194 secondary school English teachers in Switzerland. Data indicate that: (1) a relatively small number of teachers have degrees from universities outside Switzerland; (2) the study of English generally does not begin until the age of 15; (3) the great majority of English classes meet for three or four hours a week; (4) the language laboratory is often utilized in beginning instruction, less often in advanced instruction; (5) attitudes toward the value of language laboratories vary greatly, indicating that a rethinking of laboratory pedogogy may be in order; (6) teachers prefer course books whose presentation is grammatically sound but lively and concise enough to maintain student interest; and (7) of the 80 teachers who claimed to subscribe to a school of linguistic theory, 42.2% associated themselves with Chomsky and 30.4% were identified as applied linguists. Data on course books and teaching aids are presented in tabular form. (JB)

ED 174 020 FL 010 464

Edrial-Luzares, Casilda, Ed. Hale, Austin, Ed.
Studies in Philippine Linguistics. Vol. 2, No. 1.
Linguistic Society of the Philippines, Manila.; Summer Inst. of Linguistics, Manila (Philippines).
Pub Date-78
Note-213p.
Available from-Photoduplication Services, Rizal Library, P.O. Box 154, Manila, Philippines ($12.00 for two numbers yearly)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Anthropological Linguistics, Case (Grammar), Cebuano, Creoles, Dialects, *Dialect Studies, Discourse Analysis, *Grammar, *Indonesian Languages, Language Patterns, Language Research, *Malayo Polynesian Languages, Morphology (Languages), Phonemes, *Phonology, Sociolinguistics, Structural Analysis, Syntax, Tagalog, Uncommonly Taught Languages, Verbs
Identifiers-Kaagan Kalgagan, Kalinga, Kankanaey, Manobo, *Philippines

This volume is devoted to papers of an empirical or theoretical nature contributing to the study of language and communicative bahavior in the Philippines. Articles included are: (1) Three Criteria for Establishing Dialect Boundries,`` by Michael Ross Walrod; (2) Topic in Tagalog Revisited,`` by Teresita C. Rafael; (3) Cebuano Verb Morphology, and Application of Case Grammar, Part II, by Casilda Luzares; (4) The Limiting Glottal Infix in Kankanaey,`` by Janet Allen; (5) A Pilot Study on the Dialects of Philippine Creole Spanish,`` by Sister Maria Isabelita O. Riego de Dios, RVM; (6) Kankanaey Adjuncts,`` by Janet Allen; (7) Focus Shift and Tense Shift: Highlighting and Conflict in Limos Kalinga,`` by Hartmut Wiens; (8) Pre-Sangir *l, *d, *r and Associated Phonemes, Part I,`` by Kenneth R. Maryott; (9) Definite Objects and Subject Selection in Philippine Languages,`` by Curtis McFarland; (10) Proto-Manobo *l in Agusan Manobo,`` by Ron and Donna Schumacher; and (11) Kaagan-Kalagan Phonemic Statement,`` by Asa and Dag Wendel. (AMH)

ED 174 021 FL 010 465

Obilade, Anthony O.

From British-Tradition English to American English. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date-Nov 78

Note-10p.

Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-African Culture, African Languages, American English, *English (Second Language), Foreign Countries, *Foreign Students, Higher Education, *Language Attitudes, *Language Usage, *Language Variation, Phonology, Sociolinguistics, *Standard Spoken Usage

Identifiers-*Africa (West)

A rejoinder is presented to Betty Lou Dubois' article entitled, ``British-Tradition English in the American University,'' which considers English West African English. Objection is made to the characterization of West African English in terms of errors. It is argued that there should be recognition of a ``standard'' West African English, a standard that is in the form of a cline. The standard would permit genuine grammatical mistakes and local idioms. Examples are presented of mistakes that have become acceptable, even to educated West Africans. It is contended that standard West African English could be characterized, not on the basis of errors, but on the basis of what is read and heard in the media and what is heard at higher education institutions. The British-tradition English must be viewed against the sociolinguistic background. An attempt is made to characterize transplanted English, with special attention to forces that encourage deviation from the language as used by native speakers. Psychological problems are described of students who mistakenly believe they speak the native speaker's version and can be understood anywhere. The kind of supportive environment needed to encourage the acquisition of American English and a second language program at Southern Illinois University are described. (SW)

ED 174 022 FL 010 466

St. Clair, Robert N.

Universals of Word Order in Esperanto. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Nov 78
Note-10p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Artificial Languages, Classical Languages, Comparative Analysis, Grammar, *Language Patterns, *Language Universals, Linguistic Theory, *Sentence Structure, *Structural Analysis
Identifiers-*Esperanto, *Word Order

The contention that Esperanto is a natural linguistic system is discussed. Research is cited concerning universals of word order, dominant word order, polar type languages, Esperanto as a verb-subject-object language, and gapping in Esperanto. It is concluded that contrary to grammatical tradition, word order is not and cannot be completely free. This finding is especially important in the case of Esperanto where a logical system has been developed, but where the natural constraints of human languages have sometimes been overlooked. The research that is considered has implications for a theory of interlanguage and stimulates questions about the nature of topicalization and focus on Esperanto word order. (SW)

ED 174 023 FL 010 467

Verloren van Themaat, W. A.

Liberty of Word Order in Esperanto. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Nov 78
Note-12p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analytical Criticism, *Artificial Languages, Classical Languages, Comparative Analysis, Content Analysis, *Grammar, *Language Patterns, *Language Universals, Linguistic Theory, Sentence Structure, *Structural Analysis
Identifiers-*Esperanto, *Word Order

The liberty of deviation from the dominant word order in Esperanto and the natural languages is considered. Greenberg's classification of the languages according to four criteria, the liberty of word order in Sanskrit, and the norm of grammaticality in a constructed language are considered. Objection is made to St. Clair's argument that word order cannot be free in Esperanto, because it is not free in any natural language. It is contented that Esperanto has a far smaller liberty of word order than Sanskrit, but except with respect to the prepositions a far greater liberty of word order than English. The notion that Esperanto is most comparable in its degree of liberty of word order to Latin, Greek, and Sanskrit is criticized. (SW)

ED 174 024 FL 010 468

St. Clair, Robert N.

The Politics of Language. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date-Nov 78

Note-21p.

Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Diachronic Linguistics, Educational Policy, *Language Attitudes, *Language Planning, *Language Role, *Political Influences, Public Policy, Social Planning, *Sociocultural Patterns, *Sociolinguistics

The areas of language planning and the language of oppression are discussed within the theoretical framework of existential sociolinguistics. This tradition is contrasted with the contemporary models of positivism with its assumptions about constancy and quantification. The proposed model brings in social history, intent, consciousness, and other extensions of the data and combines them into a methodology of hermeneutics. These new perspectives not only ask different questions about how language is used in social terms, but it also makes radically different claims about how language is legitimized by the power elite who wield community power, and how people are socialized into external patterns of recognizable behavior that have salient values. The model accounts for many of the basic concepts regarding pluralism within the discipline of political science, and it provides a coherent treatment of such sociological endeavors as labelling theory, neo-symbolic interactionism, the sociology of knowledge, and phenomenological sociology. (SW)

St. Clair, Robert N.

Prior Knowledge and Bilingual Literacy. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date-Nov 78

Note-9p.

Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, Cultural Background, *Knowledge Level, *Language Usage, *Reading Comprehension, Reading Processes, *Second Language Learning, Sociocultural Patterns, *Sociolinguistics

In this analysis of prior knowledge and bilingual literacy, it is suggested that the basis upon which cognitive decisions are made and nonvisual inferences are drawn comes from the background knowledge that the reader possesses as tacit or prior knowledge. It is claimed that the only model that can account for the pluralistic nature of language is the symbolic interactionism model. Reading is basically an interpretive process in which the reader is obligated to try to infer just what the author's message might be. In the case of a native speaker of a language reading materials in his native language, it can be assumed that comprehension is complete when the perspectives of the author and the reader are the same. Variations in reading comprehension may rest in part in incongruencies in socialization, the cognitive saliency of certain events from one's bibliographical history, or different strategies in approaching and processing new information. A reader approaches the printed page with preconceived notions, and this process is a kind of social interaction. A bilingual child may read the second language and incorrectly place connotations on the words based on the first language. The base of bilingual literacy and its implications for the inferencing process across cultures needs to be considered. (SW)

ED 174 026 FL 010 470

Morales, Edward

Alternative Assessment Methods and Cognitive Styles. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 3, No. 2.

Louisville Univ., Ky. Office of Institutional Research and Analytical Studies.
Pub Date-Nov 78
Note-11p.
Available from-University of Lousiville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Cognitive Style, Educational Assessment, Individual Characteristics, Language Styles, Learning, Learning Modalities, Linguistics, *Psycholinguistics, Psychological Testing, Teaching Methods, Teaching Styles, *Testing, *Test Interpretation, *Verbal Ability

A major problem in using traditional assessment procedures lies in the use of theoretical and statistical assumptions for interpreting and measuring attention, memory, and verbal abilities, and attempting to relate these constructs to academic subjects. With respect to evaluating temperaments and learning styles, the present methods of interpreting test results fail to provide reliable information. This paper reviews some of the literature on cognitive styles related to learning styles and assessment procedures. It suggests relating the constructs, concerning such things as attention, memory, and verbal ability, to the area of language and linguistics. Research has shown that measuring psychological constructs through the use of verbal abilities is a reliable method of obtaining meaningful results. It is suggested therefore that by qualitatively analyzing an individual's language, information regarding his or her cognitive style or method of categorization could be obtained. If it is true that all individuals have a unique linguistic structure, certain generalized constructs associated with certain structures might be derived through linguistic analysis. (Author/AMH)

ED 174 027 FL 010 472

Glazer-Waldman, Hilda R. Wendler, Cathy L. W.

Identifying Sex-Biased and Sex-Fair Language.

Pub Date-79

Note-15p.; Paper presented at the American Educational Research Association Meeting, (San Francisco, California, April 1979). Text may be difficulty to read because of marginal legibility of the original copy

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bias, Females, Feminism, *Language, Language Attitudes, Language Research, Language Role, Males, Sex Differences, *Sex Discrimination, *Sex Fairness, *Sex Role, *Social Attitudes

Identifiers-*Sexist Language

A study is described concerning the ability to recognize sex bias in language. Thirty-three statements were generated containing statements characterized as sex-biased and sex-fair. It was hypothesized that individuals would have a greater degree of difficulty recognizing sex bias in statements which contained common-use terms or terms with no acceptable alternatives. It was also expected that women would be more sensitive to sex-biased statements than men. The subjects, 87 female and 88 male students at two universities, were asked to rate 33 statements using a five-point scale. Results indicated that individuals appeared to have a greater degree of difficulty recognizing sex-biased statements with commonly used terms or terms having no acceptable alternatives. As anticipated, women demonstrated greater sensitivity to six-biased language than men. (Author/AMH)

ED 174 028 FL 010 475

Nieves-Squires, Leslie C.

Concordia College Language Village Assessment: Learning French, German, Russian, Swedish, Norwegian and Spanish in Experiential Settings.

Concordia Coll., Moorhead, Minn.
Spons Agency-Bush Foundation, St. Paul, Minn.
Pub Date-Apr 78
Note-73p.; Some graphs may not reproduce well because of small type size of original
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Demography, Elementary School Students, Elementary Secondary Education, French, German, High School Students, *Immersion Programs, Junior High School Students, *Language Instruction, *Language Programs, Language Skills, Norwegian, *Program Evaluation, Questionnaires, Russian, Second Language Learning, Simulated Environment, Spanish, *Student Evaluation, Swedish, *Teacher Attitudes
Identifiers-*Concordia College Language Village

The purpose of this report on the Concordia College Language Village is to: (1) describe one aspect of the assessment effort, a survey of foreign language teachers whose students had attended the Village; (2) provide demographics for the 899 teachers who responded to the survey; and (3) display and comment on the findings drawn from data collected. The procedure by which the study was conceptualized is traced, beginning with cooperative efforts at curriculum development involving language village deans and consultants; continuing with the development of a survey questionnaire; and concluding with a narrative and graphic report on the preliminary use of data for curriculum development. The teacher population is described graphically. Findings, which are detailed verbally and graphically, cover areas including classroom performance, satisfaction with the program, major benefits of the program, language-by-language analysis, and a demographic breakdown of teacher perception toward student achievement. Appendices include the questionnaire, item analysis of elements of the simulation and areas affecting performance, and additional comments made by teachers. (JB)

Tonkin, Humphrey R.

Esperanto and International Language Problems: A Research Bibliography.

Esperantic Studies Foundation, Washington, D.C.
Pub Date-77
Note-50p.
Available from-Esperantic Studies Foundation, 6451 Barnaby St., N.W., Washington, D.C. 20015 ($2.00 postpaid, 20% discount on 10 or more copies)
Pub Type- Books (010) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Artificial Languages, Authors, Communication (Thought Transfer), Communication Problems, Culture, International Relations, Language Instruction, *Language Research, Linguistics, Literature, *Literature Reviews, *Second Language Learning, Speech Communication, Textbooks, Vocabulary
Identifiers-*Esperanto

This bibliography is intended both for the researcher and for the occasional student of international language problems, particularly as these relate to the international language Esperanto. The book is divided into two main sections: Part One deals with problems arising from communication across national boundaries and the search for a solution and Part Two focuses on Esperanto. Basic texts, bibliographies and brief abstracts of literature in the field are included in each of the main sections. The following topics in particular are covered: (1) international language problems; (2) factors involved in the search for a constructed language, specifically interlinguistics, feasibility, linguistic aspects, and history; (3) the Esperanto language, including a discussion of its structure and grammar, lexicology, dictionaries and usage; (4) Esperanto as a social phenomenon dealing principally with history and culture, organization and international meetings; (5) Esperanto literature; and (6) Esperanto in the schools, in science, in international organizations, and projections for the future. The text concludes with practical advice to the student. (AMH)

ED 174 030 FL 010 485

O'Leary, Daniel

The Development of Functional Perceptual Asymmetries in the Cerebral Hemispheres of Man. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Apr 77
Note-52p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cerebral Dominance, *Child Development, Cognitive Processes, *Cognitive Style, Intellectual Development, Language Research, *Lateral Dominance, Perception Tests, Pictorial Stimuli, Psycholinguistics, *Space Orientation, Verbal Learning, *Visual Learning

Studies investigating the functioning of persons who have cerebral lesions and evidence from the study of commisurotomized and normal subjects are reviewed. A study of recognition of pictorial stimuli by right-handed male children is also discussed. Studies about cerebral lesions and associated deficits have yielded information about the perceptual and cognitive abilities subserved by the left and right hemispheres of the brain. Two lines of inquiry concern: the study of patients who have undergone transection of the corpus collosum and observations of functional asymmetries resulting from dichotic and lateralized tachistoscopic presentation of stimuli to normal subjects. In a pictorial recognition study, 18 right-handed first, second, and third grade boys were tested. The subjects had no familial history of left-handedness. The study results clearly support the hypothesis that between the ages of five and seven a change takes place in the relative efficiency of the hemispheres for the recognition of pictorial stimuli. It is suggested that these behavioral transitions reflect a change in the relative efficiency of the hemispheres for information processing. It seems probable that in this age period previously less efficient left hemispheric verbal processes come to surpass right hemispheric processes that have an initial superiority. (SW)

ED 174 031 FL 010 486

Warns, Marian K.

Location of Cognitive Operations in Sentence Processing. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.
Pub Date-Apr 77
Note-36p.
Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, *Cognitive Style, Language Research, Psycholinguistics, Semantics, *Sentence Structure, Speech Communication, Syntax, *Transformations (Language), *Verbal Learning

A study on sentence processing involving rehearsal, response initiation, and mental transformation required the subject to perform a secondary task concurrently with transformation of a sentence previously given. A secondary task interruption technique was used to allow inferences as to where the planning occurs by measuring increases in task time or pausing time. The primary question of interest was whether cognitive operations in terms of planning were carried out prior to the verbalization of the sentence or applied concurrently as the sentence is produced. The results support the contention that planning in terms of cognitive operations does take place prior to verbalization. The experimental task (transformations) involved lists from a pool of simple, active, affirmative, and declarative sentences together with their negative and passive transformations. The secondary tasks were generated on semantic and syntactic levels. It was found that the location of interruption is the most important variable in the length of secondary task performance time and that secondary task duration times increase with the difficulty of the transformation being made, but not differentially within location. Both location and transformation were found to affect pausing time; the initial pause location and the passive transformation contributed the greatest effect. (SW)

ED 174 032 FL 010 487

Robinson, John A. Bennink, Carl D.

Field Articulation and Working Memory. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date-Apr 77

Note-14p.

Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cerebral Dominance, *Cognitive Style, Lateral Dominance, *Memory, Perception, Psycholinguistics, Psychological Studies, *Recall (Psychological), Semantics, *Space Orientation, *Verbal Learning

A study was conducted to provide an assessment of the general efficiency of working memory in relation to level of field articulation. The task required a subject to retain a series of digits for subsequent report while performing a semantic modification of a target phrase. The working memory hypothesis predicts that the joint impact of high memory load and semantic complexity will be most detrimental for low field articulation subjects. Extreme scores on Form V of the group Embedded Figures Test was used to select 16 subjects high in field high in field articulation, and 16 subjects low in field articulation. No differences were found between high and low field articulation subjects on either the forward or backward digit-span tests, and there was no difference in the aptness of phrase modifications provided by high and low field articulation subjects. The results of a three-factor repeated measures analysis of variance indicated that there were no significant difference in average response time related either to level of field articulation or to memory load. The semantic task was, however, a significant factor. It was found that under the highest information load, low field articulation subjects recalled fewer digits than high field articulation subjects, made 60 percent more order errors in their recall, and took 38 percent longer to respond with opposite-meaning transformations of target phrases. Implications are discussed. (SW)

ED 174 033 FL 010 488

Huteau, Michel

Cognitive Style: Field Dependence-Independence. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 2, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date-Apr 77

Note-63p.

Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cerebral Dominance, Cognitive Measurement, Cognitive Processes, *Cognitive Style, Individual Characteristics, Individual Differences, Kinesthetic Perception, *Lateral Dominance, Perception

Identifiers-Witkin (H A)

The nature of the cognitive style of field articulation and its relationship to differentiation of personality are discussed. A short historical summary of research on field dependence-independence is presented, and problems of measurement, stability, and evolution of the dimension of field articulation are discussed. The connections between field articulation and various physiological manifestations as well as other cognitive and noncognitive aspects of personality are examined, and the hypotheses relative to the origin of individual differences are considered. The most frequently used indicators of field articulation are the Rod and Frame Test and the Embedded Figures Test. Field articulation and the cognitive functions of perception, learning and memory, and problem solving are covered. A discussion of the origin of individual differences within the area of field independence/dependence considers heredity and socialization in interindividual differences, sexual differences, and cross-cultural studies. It is concluded that under Witkin's influence, numerous correspondences between individual differences in the perceptual domain and in contiguous personality sectors (e.g., cognitive function, social behavior, defense mechanisms) have been established. A bibliography is included. (SW)

ED 174 034 FL 010 490

Bond, Z. S.

Listening to Elliptic Speech: Pay Attention to Stressed Vowels.

Pub Date- 79

Note-22p.; Expanded version of paper presented at annual meeting of the Linguistic Society of America (Boston, Massachusetts, December 28-30, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acoustic Phonetics, Artificial Speech, *Auditory Perception, College Students, Language Research, Listening Comprehension, Memory, Perception Tests, Phonemes, *Phonology, *Pronunciation, Speech Communication, Speech Evaluation, *Suprasegmentals, *Vowels

Identifiers-*Elliptic Speech

University students were the subjects of three experiments designed to determine the usefulness of elliptic speech in investigating the perception of the phonological structure of continuous speech. Five naturally spoken and five synthesized paragraphs were recorded in two different randomizations of phonological distortions and at two different signal to noise ratios. All three experiments tested the comprehensibility of the paragraphs. The synthesized paragraphs were found to be so nearly incomprehensible that they were effectively excluded from the results. Data indicated that: (1) comprehensibility decrement under phonological distortions is consistently lower for nasality, voicing, and place than for vowels; (2) although veridical reconstruction decreased, subjects found the speech more comprehensible in the presence of masking noise than when the signal was unimpeded by noise, indicating that a less available acoustic signal enables subjects to hypothesize a lexical match from other sources of knowledge; (3) the consistency of the results makes it reasonable to infer that responses to elliptic speech can be employed to assess continuous speech processing; and (4) a heuristic strategy employed in the perception of continuous speech seems to be ``Pay attention to stressed vowels.'' Data are presented in graphic and tabular form. (JB)

ED 174 035 FL 010 497

Ives, William

Preschool Children's Ability to Coordinate Spatial Perspectives Through Linguistic Descriptions.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-78-0031
Note-15p.; Paper presented at the American Educational Research Association Meeting (San Francisco, California, April 1979); Research supported by a grant to Harvard Project Zero
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, Child Language, *Language Research, *Linguistic Competence, Pictorial Stimuli, *Problem Solving, Psycholinguistics, *Verbal Learning, *Visual Learning

Preschoolers' ability to utilize language in spatial problem solving was tested with 64 predominately middle-class children. The number of correct responses was analyzed using an age/sex/medium analysis of variance. It was found that the verbal response mode leads to substantially more correct responses than do pictures and that girls performed significantly better than boys. There were no significant differences between age levels (3.0-3.11 and 4.0-4.11), and there were no significant interactions between main effects. In general, the mental operations used in problem solving do not appear to be determined by the surface characteristics of the task (visual-spatial or verbal), but rather by the degree to which more linguistic-like descriptions or more visual-spatial and analog descriptions are required. The results imply that linguistic processes are accessible for problem solving at an early age and question the notion that the use of a visual mode precedes a verbal mode. (SW)

ED 174 036 FL 010 499

Wallace, Michael J.

What Is an Idiom? An Applied Linguistic Approach.

Pub Date-78

Note-15p.; Paper presented at the British Association for Applied Linguistics Seminar on Lexicography (Exeter, England, December, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Applied Linguistics, Descriptive Linguistics, English (Second Language), *Idioms, *Language Instruction, Morphology (Languages), Proverbs, *Second Language Learning, *Semantics, *Structural Linguistics

Two dimensions of the definition of idiom (the semantic and the structural) that may be relevant to the foreign language learner language learner are abstracted from non-specialist dictionary definitions of the term ``idiom.'' The structural dimension is further subdivided into two aspects: place in a structural hierarchy, and degree of stereotyping. Linguistic definitions of ``idiom'' by C.F. Hockett, Adam Makkai and John Lyons are discussed with respect to the dimesions abstracted from lay definitions. A matrix is proposed for idioms and related expressions along the dimensions of structural complexity and semantic complexity. The paper concludes with a brief discussion of implications of the matrix for foreign language learners and teachers. (JB)

ED 174 037 FL 010 502

Darnell, Regna

Reflections on Cree Interactional Etiquette: Educational Implications. Working Papers in Sociolinguistics, No. 57.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Note-27p.; Paper presented at the International Congress for the Study of Child Language (1st, Tokyo, Japan, 1978)

Available from-Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Culture, American Indians, Bilingualism, Canada Natives, *Classroom Communication, *Cree, *Cross Cultural Training, *Cultural Awareness, Cultural Differences, Cultural Education, Culture Conflict, Discourse Analysis, Educational Television, Elementary Secondary Education, English (Second Language), Language Role, Nonstandard Dialects, *Nonverbal Communication, Program Planning, Second Language Learning, Sociolinguistics, Student Teacher Relationship

Differences between Cree and North American middle class patterns of interactional etiquette are discussed. Interactional etiquette is defined as the verbal and non-verbal conventions that are involved in communication among individuals, including greeting, leave taking, asking questions, disagreement, and interruption. The Cree communicate more with silence, interrupt less, and ask questions less directly than non-Indian North Americans. Old people, especially old men, play the central role in traditional education. The result is a potential for misunderstanding and conflict in classrooms which are based on the Anglo middle class North American model, often with a woman teacher. Teachers should be sensitive to the patterns of interactional etiquette of their students. The successes and failures of a pilot television project, attempting to incorporate principles of Cree learning and teaching are described. The Cree speak two varieties of their own language as well as a distinctive variety of English. It is maintained that attempts to teach children to use standard English are ineffective and tend to make all teaching seem to the Cree like the imposition of an alien culture. (Author/JB)

Alston, Herbert L. And Others
Utility of LESA Criteria for Estimating The Number of LESA Students.
Houston Independent School District, Tex.
Pub Date-Apr 79
Note-11p.; Paper presented at the American Educational Research Association Meeting (San Francisco, California, April 1979)
Pub Type- Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Students, *Communicative Competence (Languages), Elementary Education, *English (Second Language), Language Fluency, Language Programs, *Language Skills, Listening Comprehension, Reading Comprehension, *Second Language Learning, *Spanish Speaking, *Student Evaluation

Studies conducted concerning numbers of limited-English-speaking-ability (LESA) students and utility of criteria for estimating this population are discussed. A sample of 287 students in kindergarten through grade three, whose parents had responded to a Language Resource Questionnaire, were selected for study. The teacher of each student was administered the Language Resource Questionnaire for Teachers, which concerned the student's ability to use and understand English in the classroom. Each student was administered the Shutt Primary Language Indication Test to assess their proficiency in English and Spanish. The intercorrelations of key items on both questionnaires and subtests of the Shutt test were calculated. Key items on the parent questionnaire included whether the student was born outside the United States and whether the household language was other than English. Key items on the teacher questionnaire included the student's understanding of instruction in English and the student's ability to speak English. Key subtests on the Shutt test were listening comprehension in English, reading comprehension in English (third grade only), and English verbal fluency. (SW)

ED 174 039 FL 010 506

Trabert, Judith A.

The Functional-Notional Approach to Second Language Learning and Teaching: Starting with the Learner's Communicative Needs.

Pub Date-79
Note-10p.; Paper presented at American Educational Research Association Meeting (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Learning, Adults, Communication Skills, *Communicative Competence (Languages), Educational Objectives, Language Instruction, Language Proficiency, *Learning Activities, *Second Language Learning, Skill Development, *Speech Communication, Student Needs, *Teaching Methods
Identifiers-*Notional Syllabus

This paper describes the functional-notional approach to language teaching and learning in terms of the ways it can be used to meet the communicative needs of the potential language learners, particularly adults, who vary in what they want to do in the target language. It contrasts the functional system with conventional approaches, illustrates differences in the organization of language information by function and by structure, and discusses implications for instructional design. It concludes with a brief sketch of an instructional development scenario that might employ this approach. (Author)

Walters, Joel

Language Variation in the Assessment of the Communicative Competence of Bilingual Children: Evidence for the Linguistic Interdependence Hypothesis.

Pub Date- 79
Note-20p.
Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Bilingualism, Bilingual Students, *Communicative Competence (Languages), Dramatic Play, Elementary School Students, English (Second Language), *Language Dominance, *Language Proficiency, Language Research, Language Skills, *Language Tests, Language Usage, *Language Variation, Linguistic Performance, Pragmatics, Questioning Techniques, Spanish Speaking, Student Evaluation
Identifiers-Balanced Bilinguals, *Questions

After a critical examination of four assumptions of current procedures in language assessment, it is argued that the pragmatic domain of language ability should be the first to be assessed. A study designed to determine the usefulness of language variation (the number of different structures a child can produce or comprehend) as an alternative approach to language assessment is discussed. Thirty-two elementary school children with Hispanic backgrounds were classified as balanced or non-balanced bilinguals on the basis of performance in the Peabody Picture Vocabulary Test. Request strategies in English and Spanish were elicited with the use of puppets in simulated settings. Balanced bilinguals produced more variation in their second language than non-balanced bilinguals. This finding supports Cummins' 1978 linguistic interdependence hypothesis by showing that a relationship exists between a bilingual speaker's two languages and that this relationship influences performance on certain tasks in the second language. Implications for bilingual education are briefly discussed, and a bibliography is appended. (JB)

ED 174 041 FL 010 508

Cartier, Francis A.

Some Unsolved Mysteries of Foreign Language Communication Instruction.

Pub Date-79

Note-16p.; Paper presented at American Education Research Association Meeting (San Francisco, California, April 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Communicative Competence (Languages), *Educational Assessment, Error Analysis (Language), Grammar, Language Fluency, *Language Instruction, *Language Skills, *Second Language Learning, *Speech Communication

Some questions concerning foreign language learning and research topics are considered. One discussion question is why education and speech communication research has neglected the special case of second language communication as a source of information on the communication process in general. The need for research into the functional, operational difference between grammar and style is noted. Another disucssion question concerns how some people can pick up a language without formal instruction when staying in a foreign country. A widespread problem of language instruction that researchers have recently begun to investigate is how much English is needed for some blue collar jobs. New approaches start with an analysis of the situation and the operational purposes of communicating. Another discussion question concerns how to determine when a student is beginning to think in a new language and how to adapt instructional techniques to take advantage of it. An additional question concerns how rapidly that skill will decline without practice. A last question concerns how to measure degrees of foreign language skill. (SW)

ED 174 042 FL 010 509

Romens, Thomas L.

Defying Analysis: Spanish-American Plural Formation.

Pub Date- 78
Note-13p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Dialects, *Form Classes (Languages), Grammar, Language Patterns, Language Research, *Language Variation, Morphemes, Morphology (Languages), Phonemes, *Phonology, *Plurals, Regional Dialects, Social Dialects, *Spanish, *Structural Analysis

Spanish American plural formation is discussed in relation to attempts that have been made to write a set of phonological rules that would correctly predict the Spanish plural using a combination of phonological rules and word structure constraints. A brief synopsis is resented of why previous attempts to predict the plural are in error. Phonological rules that work for Peninsular Spanish do not work for Latin American Spanish because of a different phonemic inventory. The solution using a combination of phonological rules and word structure constraints optimally minimizes the exceptions, correctly predicts dialect variations, and accounts for all the data without referring to abstract underlying forms or without using extrinsically ordered, opaque, or absolute neutralization rules. (SW)

ED 174 043 FL 010 513

Barik, Henri C. Swain, Merrill

Evaluation of a Bilingual Education Program in Canada: The Elgin Study Through Grade Six. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 27.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-78

Note-28p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, *Bilingual Education, *Comparative Analysis, Elementary Education, Elementary School Students, English, French, *Immersion Programs, Language Instruction, Language Proficiency, Language Programs, Language Skills, *Longitudinal Studies, *Program Evaluation, *Second Language Learning, Skill Development

Identifiers-*Bilingual Programs

This paper presents the findings of the last completed evaluation of a partial immersion program in St. Thomas, Ontario, which involves the use of French as the medium of instruction for half the school day and English for the other half, beginning in Grade One. Unlike the previous evaluation, in the current one a Canadian-normed instrument was used. As in the past, differences between the immersion and comparison groups at each grade level were analyzed through one-way analysis of variance as well as analysis of covariance using age and IQ as covariants. The results are specified and put in relation to previous findings in two ways: longitudinally, as they relate to data from previous evaluations for the same group at earlier grades, and where applicable, replicationally,'' as they relate to data from previous evaluations for the same grade level. Findings are reported and interpreted for IQ scores, measures of English language skills, mathematical concepts and total mathematics scores, work-study skills, and the composite measure of skills tested, science achievement, and French performance. The results are generally positive with respect to the partial French immersion program. (AMH)

Cadilla de Ruibal, Carmen Alicia
Tolon: El Gatito Gloton (Tolon: The Gluttonous Kitten).
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-24p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.00)
Language-Spanish
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Childrens Literature, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Instruction, Second Language Learning, *Spanish, *Tales

This Spanish reader for third grade students is about a kitten who is the pet of all the children in the neighborhood. The kitten gets into mischief, but his punishment marks a turn for the better when he becomes the pet of a fisherman's son. The entire text is in Spanish and black and white sketches illustrate the text. (Author/NCR)

ED 174 045 FL 010 522

Palandra, Maria Puigdollers, Carmen
La Gotita de Agua (The Little Drop of Water).
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-17p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.50)
Language-Spanish
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Childrens Literature, *Instructional Materials, *Language Instruction, Primary Education, *Reading Instruction, Second Language Learning, *Spanish, *Tales

This Spanish reader for children in kindergarten and first grade is about a drop of water that comes to life in a trip through the water cycle of evaporation, condensation, and subsequent return to a drier part of the earth's surface environment. The story is suitable for reading aloud or independent reading. The text is entirely in Spanish. (Author/NCR)

ED 174 046 FL 010 530

Hieke, Adolf E.
On The Road to Fluency: A. L. P.
Pub Date-77
Note-15p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Gains, Audiotape Recordings, Communicative Competence (Languages), *Connected Discourse, English (Second Language), Higher Education, *Language Fluency, *Language Instruction, Language Laboratories, Language Skills, Language Tests, *Second Language Learning, Speech Communication, *Speech Skills, Suprasegmentals, *Teaching Methods, Transfer of Training
Identifiers-*Audio Lectal Practice, University of Tuebingen (Germany)

Audio-Lectal Practice (ALP) as a second language teaching methodology is described. In this program, students recite progressively difficult texts in the language laboratory, and compare their recitation with the taped recitation of a native speaker. The method facilitates exposure and rigorous work on the oral discourse features of the target language: rhythm, tempo, pausing, and the alternation of suprasegmental patterns and contours in the natural discourse. The function in mastering a language of the last skill listed and the operation of one ALP program are explained briefly, and the development of ALP at the University of Tuebingen is outlined. Initial test results are discussed which indicate positive effects of ALP on the acquisition of oral discourse features and on fluency. A brief bibliography is appended. (Author/JB)

Coballes-Vega, Carmen Walters, Joel
The Dual Language Model Reconsidered.
Pub Date- 79
Note-19p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Students, Classroom Arrangement, *Classroom Communication, Classroom Environment, Code Switching (Language), Elementary Education, Elementary School Students, English (Second Language), *Grouping (Instructional Purposes), Instructional Design, Language Dominance, *Language Instruction, *Language of Instruction, Second Language Learning, Spanish, Spanish Speaking, Student Teacher Relationship, Teacher Behavior, *Teaching Models
Identifiers-*Dual Language Model

Spatial and temporal factors in the bilingual classroom that can be manipulated to maximize the bilingualism of Spanish-speaking elementary school children (that is, to minimize their lexical code switching) are presented in terms of models. The advantages and disadvantages of the dual language teaching model are compared to those of two variations on that model. Homogeneous and heterogeneous seating arrangements are contrasted, and the physical grouping of materials and location of teaching aids such as bulletin boards are discussed. The importance of teacher-student communication during transition times (such as the period between lessons and the preparation for recess) for fostering bilingualism is emphasized, and two checklists are provided for assessing student and teacher language use at these and other times. (JB)

Hughes, Arthur

Aspects of a Spanish Adult's Acquisition of English.

Pub Date- Sep 78
Note-23p.; Paper presented at annual meeting of the British Association for Applied Linguistics (Cardiff, Wales, September, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, Communicative Competence (Languages), Contrastive Linguistics, *English (Second Language), Error Analysis (Language), *Interference (Language Learning), *Language Fluency, Language Instruction, Language Research, *Linguistic Performance, Morphology (Languages), Pidgins, *Second Language Learning, *Spanish, Spanish Speaking, Transfer of Training

A young Spanish woman was given 82 hours of individual instruction in English. Her exposure to and use of English were confined to these lessons. The subject acquired adjective-noun ordering and regular plural relatively quickly; possessor-possessed ordering and genitive relatively slowly; the definite article all at once after a period of omitting it; and third person s'' not at all. An analysis of the results indicates: (1) the importance of frequency in acquisition; (2) poorer performance when novel word combinations are attempted; (3) the unhelpfulness of the competence-performance distinction in the description of learners' language; (4) the strength of interference even when error-free learning has taken place; (5) the interaction of various factors in the production of individual errors, which typical cross-sectional data would be unlikely to reveal; and (6) support for the notion that all untutored learners of a language will in the early stages pidginize it in order to communicate. Data are graphically presented. (Author/JB)

ED 174 049 FL 010 015

Cadilla de Ruibal, Carmen Alicia
Tina Visita a Puerto Rico (Tina Visits Puerto Rico).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-86p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 (Set of 5 books, $3.75)
Language-Spanish
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, *Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, Language Instruction, *Puerto Rican Culture, *Puerto Ricans, *Reading Instruction, Second Language Learning, Spanish Americans, Spanish Speaking, Tales

This series of five children's readers is designed to be used by Spanish-speaking children in a bilingual elementary school setting. The story is about an anthropomorphic salamandar who leaves New York to visit Puerto Rico. The plane trip and her visits to several specific towns are chronicled in the readers. A preface to the teacher is included. Pen-and-ink drawings illustrate the text. (Author/NCR)

ED 174 050 FL 010 616

Dugas, Donald

Ti-Jean et Colette (Ti-Jean and Colette).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-19p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25)

Language-French

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, *Childrens Literature, Elementary Education, *French, Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, Second Language Learning, *Tales

This French children's reader designed for children in grades 2-3 is about a fun-loving pair of frogs. Their antics are described and illustrated with pen-and-ink drawings. (NCR)

ED 174 051 FL 010 617

Palandra, Maria Cardone, Romolo

Dalla A alla Z: l'alfabeto dei bambini (From A to Z: The Children's Alphabet).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-46p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25)

Language-Italian

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alphabets, Bilingual Education, *Initial Teaching Alphabet, Instructional Materials, *Italian, *Language Instruction, *Letters (Alphabet), Primary Education, *Reading Instructi[illegible]

This Italian alphabet book designed for kindergarten and first grade students presents each letter in upper and lower case form accompanied by an illustration and a single sentence caption. The sentence contains two or more words that begin with the letter in question. The book has a teacher's introduction and is illustrated by pen-and-ink drawings. (Author/NCR)

ED 174 052 FL 010 618

Cadilla, Carmen Alicia
Los Amigos del Tio Santiago (Uncle Santiago's Friends).
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-20p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($2.00)
Language-Spanish
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Childrens Literature, Folk Culture, *Instructional Materials, Language Instruction, Primary Education, *Puerto Rican Culture, *Puerto Ricans, *Reading Instruction, Second Language Learning, Spanish Americans, Spanish Speaking, Tales

This Spanish reader is written for Spanish-speaking children in first through third grades in a bilingual education setting. The short story is preceded by a preface to the teacher explaining the relevance of the subject, frogs, to Puerto Rican agriculture. The key word to be learned is the scientific name given to frogs, ``batracios,'' and the main objective is to explain their behavior and contribution to agriculture. (Author/NCR)

ED 174 053 FL 010 619

Cardone, Romolo

Gennarino il pizzaiolo (Gennarino the Pizza Maker).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-23p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25)
Language-Italian
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Childrens Literature, Elementary Education, Folk Culture, *Instructional Materials, *Italian, *Language Instruction, *Reading Instruction, *Reading Materials, Second Language Learning, Tales

This Italian children's reader for grades K-1 is about a Neopolitan boy who worked in his father's bakery and invented the pizza. Generations later a descendant followed in his footsteps and opened New York City's first pizzeria. Pen-and-ink drawings illustrate the text. A glossary is included. (NCR)

ED 174 054 FL 010 620

Cohen, Allen Stephen

La Estrella Ferdida (The Missing Star).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-44p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25)

Language-Spanish; English

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, *Childrens Literature, Elementary Education, Instructional Materials, *Language Instruction, *Puerto Rican Culture, Puerto Ricans, *Reading Instruction, Second Language Learning, Spanish Americans, Spanish Speaking

This story in Spanish and English is written for elementary school children in grades 1-5. The main character of the story is a star that is part of the Puerto Rican flag. The star leaves the flag and goes on a journey that is illustrated with pen-and-ink drawings. (Author/NCR)

ED 174 055 FL 010 621

Miranda Correia, Luis

A Casa do Manuel (Manuel's House).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-67p.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.75)

Language-Portuguese

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bilingual Education, Childrens Literature, *Grammar, *Instructional Materials, *Language Instruction, *Portuguese, Primary Education, Reading Instruction, *Second Language Learning, *Verbs, Vocabulary

This Portuguese reader is the first of a series of units designed for students of Portuguese as a second language in grades K-2. Various parts of the house and concepts of time and health are presented. The verbs "ter" and "estar" and contractions of articles and prepositions are covered in grammar exercises. Teaching objectives, exercises, and instructions are appended. (Author/NCR)

ED 174 056 FL 010 624

Palandra, Maria Spiridakis, Eugenia
Mia Mikre Stagona (The Little Drop of Water).
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-17p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.50)
Language-Greek
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Childrens Literature, *Greek, *Instructional Materials, *Language Instruction, Primary Education, *Reading Instruction, Second Language Learning, *Tales

This Greek reader for children in kindergarten and first grade is about a drop of water that comes to life in a trip through the water cycle of evaporation, condensation, and subsequent return to a drier

(Author/NCR)

HE

ED 174 057 HE 010 160

Greenberg, Elinor

Organizing Principles for Program Design Based on Adult Development and Learning Interests. Revised.

Pub Date-Feb 79

Note-85p.; Adapted from a paper presented at the annual conference of the American Association for Higher Education (33rd, Chicago, Illinois, March 20, 1973)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Development, *Adult Education Programs, *Adult Learning, *Bachelors Degrees, Cognitive Style, College Curriculum, *Curriculum Development, *External Degree Programs, Higher Education, Personal Interests, Program Administration, Student Interests

Identifiers-*Nontraditional Education

The paper presents some of the organizing principles that have emerged in the process of designing higher education programs for adults. The analysis relies on some of the recent research and literature on adult development, life stages, and learning interests. The organizing principles were not predetermined, but have resulted from years of experience in designing and implementing baccalaureate degree programs for adults in the University Without Walls program of Loretto Heights College in Colorado. The report is anecdotal, with little statistical data or research analysis presented. (MSE)

ED 174 058 HE 010 717

A State Plan for Increasing the Representation of Students with Disabilities in Public Higher Education. A Response to Assembly Concurrent Resolution 201.

California State Postsecondary Education Commission, Sacramento.

Pub Date-Jun 78

Note-197p.; Not available in paper copy due to mariginal legibility of original document

Available from-California Postsecondary Education Commission, 1021 12th St., Sacramento, CA 95814

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgets, College Administration, College Students, Community Colleges, Enrollment, Federal Legislation, *Handicapped Students, *Higher Education, *Mainstreaming, Program Evaluation, State Boards of Education, State Colleges, *State Legislation, State Universities, *Statewide Planning

Identifiers-*California, California Assembly Concurrent Resolution 201, *Rehabilitation Act 1973

In 1976 the California state legislature adopted Assembly Concurrent Resolution 201, which called for the preparation of a plan to address and overcome, by 1980, the underrepresentation of handicapped students in public higher education institutions in the state. The plan presented here is the result of consultation between the state postsecondary education commission, the three public higher education segments in the state (the University of California, the California State University and Colleges, and the California Community Colleges), and the consumer group of students with disabilities. The plan consists of these elements: statewide objective; integration; definitions; segmental/campus plans; budgets; enrollment data/comparison base; accountability/administration; evaluation; and action summary. The appendixes, which comprise the bulk of the document, consist of the text of the legislation, responses to the resolution by the three segments, section 504 of the federal Rehabilitation Act of 1973, and California Assembly Bill No. 77, a related bill. (MSE)

ED 174 059 HE 010 885

de Wolf, Virginia A.

The Non-Continuing Student: A Study of the Causes and Educational Implications of Interrupting Collegiate Studies at the University of Washington. EAC Reports 79-5.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date-Oct 78

Note-15p.

Available from-Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, Washington 98195

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Planning, *College Students, *Dropout Attitudes, Dropout Characteristics, *Dropout Research, Goal Orientation, Higher Education, Institutional Research, Participant Satisfaction, Research Projects, School Holding Power, State Universities, Surveys, *Withdrawal

Identifiers-University of Washington

A sample of students were surveyed who were enrolled at the University of Washington during the autumn quarter of 1977 but did not continue at the university the following quarter. Survey items included: reasons for not continuing, occupational status as of spring 1978, effect of not continuing on present occupation and plans for the future, expectation of returning to the university in the future to take additional coursework, and primary reason for selecting the university. Respondents were grouped according to their first-mentioned reason for not continuing: graduated, financial, on leave, family/health problems,

transferring to another University of Washington program or another university, dissatisfied with the university, job/career related, wanted time off,'' and other. Responses to the remaining survey items are analyzed for each of the nine category groups. (Author/SW)

ED 174 060 HE 011 278

Head, Ronald B.

Legal Issues Relating to Part-Time Faculty Employment. Occasional Paper Series No. 6.

Virginia Univ., Charlottesville. Center for Higher Education.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-Mar 79
Note-71p.
Available from-Center for the Study of Higher Education, School of Education, University of Virginia, 260 Ruffner, Charlottesville, Va 22903 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Policy, *Collective Bargaining, *College Faculty, Court Litigation, Employment Practices, Higher Education, Labor Unions, *Legal Problems, Legal Responsibility, National Surveys, *Part Time Teachers, *Personnel Policy, Policy Formation, Public Schools, Salary Differentials, *School Responsibility, State Legislation, Teacher Responsibility, Tenure
Identifiers-Los Rios Community College District CA, National Labor Relations Board, Peralta Federation, University of Massachusetts

Summarized from a national study of part-time college faculty employment are the legal developments that affect the rights of part-time faculty. The part-timer has long been a marginal employee in academe, but recent developments in the law clarify the degree to which he holds some measure of job security, rights to equal pay, and the protections of collective bargaining and due process. The report's considerations are presented in four categories: the legal status of part-time faculty (property rights, state statutes, litigation in the states, and public school decisions); compensation (equal protection, the Peralta Federation case, the "substantial rationality" test, and statutory provisions); determining part-time faculty unit status in collective bargaining (early and recent National Labor Relations Board decisions, state labor board decisions, the University of Massachusetts and Los Rios decisions, separate bargaining units, and fair representation); and the law and institutional policy (the impact of court and labor board decisions on institutional policy, general implications for policymaking, and equity and policy considerations). (MSE)

ED 174 061 HE 011 312

Podell, Lawrence And Others

Revenues and Expenditures of Postsecondary Education in New York State, FY 1975-77.

Commission on Independent Colleges and Universities of the State of New York, New York.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-Apr 79

Note-109p.

Available from-Commission on Independent Colleges and Universities, 37 Elk St., Albany, NY 12224

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Budgets, Community Colleges, *Educational Finance, *Expenditures, Higher Education, *Income, Junior Colleges, *Postsecondary Education, Private Colleges, Proprietary Schools, Resource Allocations, School Size, State Colleges, State Universities, *Statewide Planning, Tax Support

Identifiers-*New York

This report compares the revenue by source and expenditures by purpose of postsecondary education in New York State. Using this information as a base, the dependence on tax-levy support for each sector of higher education is identified. Because of the diversity of institutional mission and size within and among the sectors, relationships for relatively comparable institutions are presented. The data for this analysis was taken from the Higher Education General Information Survey (HEGIS) for 1974-75, 1975-76, and 1976-77, which were provided by the New York State Education Department. These data, contained in tables in the text and in appendices, are intended to provide a reference for discussion of fiscal policy in the state and for needed further research. The report discusses revenues and expenditures in terms of total dollars and percentages, and dollars expended per full-time equivalent (FTE) student. A comparison of the total current fund balances shows the relative size of current operations in each sector. In 1976-77, independent sector operations were the largest, with $2.3 billion or 55 percent of the New York State postsecondary institutional total. SUNY, including its community colleges, operated with a budget of $1.3 billion or 32 percent of postsecondary fiscal resources. CUNY's budget, including its community colleges, was less than half of SUNY's: $542 million or 13 percent of the state's total. (Author/MSE)

ED 174 082 HE 011 376

1977-78 End of Year Report: Basic Grants.

Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
Pub Date-79
Note-108p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Colleges, Eligibility, Family Income, *Federal Aid, *Federal Programs, *Grants, Higher Education, Institutional Characteristics, Junior Colleges, Postsecondary Education, Private Colleges, Public Education, State Colleges, State Universities, *Student Characteristics, Student Costs, *Student Financial Aid, Technical Institutes
Identifiers-*Basic Educational Opportunity Grants, *Financial Aid Applicants, Public Higher Education, States (Geopolitical Regions)

Statistical data and summary analyses on the Basic Educational Opportunity Grant (BEOG) Program for the 1977-78 award year are presented in this annual report intended as a status guide or desktop reference manual. For the first time the report contains information based on merged applicant/recipient data. The tables provide summary statistics for cross-year reference and by type of institution. Distribution of BEOG recipients is tabulated by student eligibility range, family income, grant level, educational cost range, and type of institution. Other tables show the distribution of Basic Grant recipients, grant expenditures, and average grants by type and control of institution; and the distribution of recipients by state and control of institution. (Author/MSE)

Student Loans: Alternatives for Reauthorization.
National Association of Student Financial Aid Administrators, Washington, D.C.
Pub Date-78
Note-84p.; Papers presented at the NASFAA/ACE Invitational Symposium on Student Loan Programs (April 10-11, 1978); some sections may not reproduce well due to marginal legibility of original
Available from-National Association of Student Financial Aid Administrators, 910 17th St., NW, Suite 217, Washington, DC 20006 ($5.00 prepaid)
Pub Type- Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Administrative Policy, College Students, *Federal Aid, Federal Government, *Federal Programs, Government Role, Graduate Students, Higher Education, Professional Education, *Program Administration, *Student Financial Aid, *Student Loan Programs

The papers presented at the symposium include: Student Loans: Some Practical Radical Alternatives (D. Bruce Johnstone); Solving the Student Loan Problem by Supplementing Government Loan Policy An Expanded Role for Institutional Aid Administrators in the 1980's (Kurt L. Kendis); Estimating Manageable Educational Loan Limits for Graduate and Professional Students (Dwight H. Horch); Student Loan Policy: A Modest Agenda for Change (Dennis A. Kernahan); and A Case for the Status Quo With Better Management. The appendixes include a comparison of seven federal student loan programs, and grantee agency profiles. (MSE)

ED 174 064 HE 011 401

Plough, Thomas R.

Academic Leadership Development for Department Chairpersons. AIR Forum 1979 Paper.

Pub Date-May 79
Note-13p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Curriculum Planning, Departments, Evaluation Methods, Faculty College Relationship, *Faculty Development, Higher Education, *Inservice Programs, Leadership Qualities, *Leadership Training, Seminars
Identifiers-*AIR Forum 1979, *Department Chairpersons

A four-year program for academic leadership development of department chairpersons is presented as a strategy for institutional renewal. The program has been used successfully with 100 chairpersons, ranging from the various technologies and sciences to the humanities and social sciences. The program is based on three assumptions. First, that the department chairperson is a primary filter affecting academic change and climate within an institution of higher learning. Second, that an academic leadership program is not likely to impact a university if it is not conceived within the context of the characteristics of the professionals who are to participate and the needs of the particular institution that they serve. Third, that academic leadership development, rather than management training, is an organizing concept more congruent with the milieu of the university. The planning and implementation of the program at Rochester Institute of Technology is described. The program consists of twelve yearly seminars held twice a week. Seminar participants are evaluated for: organization style, subject discipline, curriculum planning, management, leadership, internal communication. Interviews, semantic differential tests, organizational perception scales, open-ended questionnaires, and participant-observation were used to evaluate the success of the leadership seminar. Results indicate that after participation in the program department chairpersons made significant new commitments of time and resources to the professional development of their faculty. (Author/SF)

ED 174 065 HE 011 402

Bare, Alan C.

The Study of Academic Department Performance. AIR Forum 1979 Paper.

Pub Date-May 79

Note-60p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Faculty, College Students, *Departments, *Educational Quality, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Faculty Workload, Higher Education, Institutional Characteristics, Performance Criteria, Questionnaires, Standards, Student Teacher Relationship

Identifiers-*AIR Forum 1979

A systems model of academic department performance is proposed and an empirical test of the model in a set of 20 departments is reported. A review of research into departmental functioning is also presented. Departmental input and process variables were examined in relation to eight departmental outcomes including: (1) student satisfaction with overall learning experience, (2) student satisfaction with faculty, (3) student satisfaction with academic advising, (4) student graduate school admissions ratio, (5) student employment in field ratio, (6) faculty satisfaction with departmental research quality, (7) faculty job satisfaction, and (8) degrees conferred per faculty member. Data were collected from each of 20 departments and the college records of a public urban college of arts and sciences. Student and faculty questionnaires were also used. No one input or process variable related consistently to a majority of the outcomes. The eight departmental outcomes were found to be largely independent of one another, and predicted by relatively unique patterns of departmental characteristics. Faculty workload, tenure pattern, and disciplinary differences were found important among the correlates of departmental outcomes. (Author/SF)

ED 174 066 HE 011 403

Perkins, James R. Johnson, F. Craig

Toward a Definition of the Critical Mass of an Academic Department. AIR Forum 1979 Paper.

Pub Date-May 79

Note-16p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Table 2, page 11 (Merger of Four Academic Departments) may not reproduce well

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Budgeting, *Cost Effectiveness, Curriculum Planning, *Departments, *Educational Economics, Enrollment Rate, Faculty Recruitment, Faculty Workload, *Institutional Research, Needs Assessment, *Resource Allocations, Statistical Analysis, Student Costs, Student Needs

Identifiers-*AIR Forum 1979, Department Chairpersons

A technique that institutional researchers can use to assist department chairpersons in balancing student needs and faculty resources is described. Basic institutional research office data is combined with departmental data so that the department heads can justify their needs, plan recruiting, select students to achieve a balance of faculty resources, and accommodate the instructional needs of student majors and student nonmajors. The approach is illustrated using the example of a psychology department. A second illustration examines two departments that used critical mass data to evaluate the effects of a merger. The results indicate that cost data generated for funding purposes and student curriculum patterns can be converted into data that are directly useful to academic department chairpersons. The proposed solutions affect the balances between ideal and actual ratios, the major to nonmajor mix, and the FTE faculty and student counts. It is suggested that direct applications of critical mass evaluation provide the institutional research office with the opportunity to increase their service to academic departments. It is also suggested that critical mass evaluation enables department chairpersons to make realistic academic decisions based on budgetary constraints. (Author/SF)

ED 174 067 HE 011 404

Muffo, John A. Langston, Ira W., IV

An Empirical Model for the Use of Biglan's Disciplinary Categories. AIR Forum 1979 Paper.

Pub Date-May 79

Note-36p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classification, Cluster Grouping, Comparative Analysis, Correlation, *Departments, *Faculty Workload, *Grouping Procedures, Higher Education, Institutional Characteristics, Institutional Research, Salary Differentials, *Teacher Salaries, Validity

Identifiers-*AIR Forum 1979, *Biglan Method

The Biglan method of grouping academic disciplines for comparative purposes is discussed as well as an empirically-based system for making internal comparisons among different academic units. The clusters of disciplines developed by Biglan (pure and applied, soft and hard, life and nonlife) are useful guides in working with data involving classifying or categorizing academic departments. The types of data suited for use with Biglan groups and the methodologies for placing specific academic departments into Biglan categories are examined. Data demonstrating a relationship between faculty instructional data (salaries and workload) and Biglan categories are presented. It is concluded that while it does appear possible to use Biglan categories within and perhaps across institutions, care must be employed in their use. The Biglan categories provide a factually-based starting point for looking at groups of departments, as well as a means of identifying departments with which a given department may be compared. The Biglan disciplinary clusters and various statistical analyses of Biglan groups are tabulated. (Author/SF)

ED 174 068 HE 011 405

Milley, Jane E.

An Investigation of Case Study as an Approach to Program Evaluation. AIR Forum 1979 Paper.

Pub Date-May 79
Note-19p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Case Studies (Education), College Faculty, Data Collection, Educational Research, *Evaluation Methods, *Evaluators, Higher Education, *Program Evaluation, *Research Methodology, Role Models
Identifiers-*AIR Forum 1979, Gordon College MA

The problems, procedures, and benefits of case-study program evaluation are investigated. An evaluation plan that included several data collection methods (document review, interview, content analysis, attitude questionnaire survey, sociogram analysis) and emphasized the role of the evaluator as participant-observer, collector and synthesizer of information, and case writer was developed. This plan was then applied to evaluate the Gordon College faculty development program at the end of its first year of operation. The case study method presents a narrative, story-like report that is interspersed with traditional evaluation information. The importance of the role of the evaluator and skills that the job requires are discussed. Evaluator bias, defining parameters, and writing and organizing the case are detailed. It is suggested that case study program evaluation has great potential for widespread use. Related areas that warrant further investigation are proposed. (Author/SF)

ED 174 069 HE 011 406

Breen, Edward F. Freeman, Nancy S.

The Industrial Cooperative Education Program at Macomb County Community College. AIR Forum 1979 Paper.

Pub Date-May 79

Note-16p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Community Colleges, *Cooperative Programs, *Educational Quality, Employer Employee Relationship, Experiential Learning, Higher Education, Industrial Training, Job Placement, Relevance (Education), *School Industry Relationship, Student Employment, Surveys, Technical Education, Vocational Education, Work Experience, *Work Experience Programs

Identifiers-*AIR Forum 1979, *Macomb County Community College MI

The strengths and weaknesses of industrial cooperative education at Macomb County Community College in Michigan are discussed. A survey was conducted of 481 students who participated in the cooperative program during the years 1970 through 1975. A sample of 731 other students who took some of the same courses during that time was also surveyed. Data were also collected from employers who knew students from both programs. Fifty-one percent of the former students and 44 percent of the employers responded. Their responses were analyzed with the use of tests of significance and descriptive statistics. Cooperative program students were more likely to complete their studies, secure full-time program-related jobs, and to be rated by their employers as efficient. The results confirm the belief of the program administrators and staff that industrial cooperative education at the college has been successful. Recruiting students and employers for the program has become easier. It is also suggested that the success of the program has helped the college acquire and maintain grants. (Author/SF)

ED 174 070 HE 011 409

Capoor, Madan

A Study of the Academic Advisement System in a Community College. AIR Forum 1979 Paper.

Pub Date-May 79
Note-15p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Community Colleges, *Educational Counseling, *Faculty Advisors, Guidance, Higher Education, Institutional Research, *Program Evaluation, Student Characteristics, Student Evaluation of Teacher Performance, *Student Teacher Relationship, Surveys
Identifiers-*AIR Forum 1979

The academic advisement system in a large, comprehensive community college is evaluated. Student and faculty questionnaires were designed to measure perceptions of the processes and outcomes of the advisement system. Findings from 841 student questionnaires are reported and discussed. The survey investigated background variables, process variables, and outcome variables of the advising system. Despite the fact that the background, process, and outcome measures chosen for the study were purely empirical and lacked any theoretical base, the study produced useful information for assessing the efficacy of the advisement system. The most successful predictor of student evaluation of advisors was the number of times the students met with their advisors during a semester. The frequency of their meetings was found to be significantly related to whether they knew the name and location of their advisor, how close their curriculum was to the subject area in which the advisor taught, and how easy they found it to meet with their advisors. The necessity and example of how a large amount of data can be reduced for effective and sharply focussed presentation of key findings is also illustrated in this study. (SF)

Avakian, A. Nancy Lipsett, Laurence
Assessment of Noncollege Learning. AIR Forum 1979 Paper.
Pub Date-May 79
Note-15p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979) Students; Educational Economics; College Students; Individualized Programs; Equivalency Tests; *Experiential Learning; *Evaluation Methods; Enrollment Trends; Degree Requirements; Evaluators; *College Credits
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, *College Credits, College Students, Degree Requirements, Educational Economics, Enrollment Trends, Equivalency Tests, *Evaluation Methods, Evaluators, *Experiential Learning, Higher Education, Individualized Programs, *Prior Learning
Identifiers-*AIR Forum 1979, *Nontraditional Education

Models for assessing prior learning or noncollege learning are discussed. The increasing variety of interests, ages, and levels of maturity among prospective college students requires that higher education institutions face the issue of granting credit for noncollege learning. It is suggested that the key issue for colleges and universities is how to recognize the learning that takes place, how much credit to award, and a lack of funds to carry out the process. Examinations are discussed as a means of awarding credit for work done outside the confines of a traditional college or university. Special evaluation by a panel of experts may also be used. Individualized degree programs are also discussed as offering opportunities for noncollege learning. The use of a student portfolio from which the learning component of the experience can be assessed is described. A sample degree program designed by a 50-year-old student is provided and the awarding of credit for the student's prior learning is explained. The role of evaluators (institution faculty and outside evaluators) is also discussed as well as ideas on how to finance assessment expenses. Advantages and disadvantages of noncollege learning are discussed for both the student and the institution. It is suggested that an institution that grants standing for noncollege learning will be able to recruit more students and enroll a heterogeneous student body. (S[illegible]

ED 174 072 HE 011 411

Hunt, W. Kevin And Others

The Development of an Academic Space Utilization Study. AIR Forum 1979 Paper.

Pub Date-May 79

Note-40p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Several figures may not reproduce well due to marginal legibility of original

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Campus Planning, Community Colleges, Construction Programs, Enrollment Trends, *Facility Planning, *Facility Utilization Research, Full Time Students, Higher Education, Institutional Research, Laboratories, Multicampus Colleges, Part Time Students, Research Methodology, *Space Utilization, Statistical Analysis

Identifiers-*AIR Forum 1979, *Tidewater Community College VA

The development of a methodology to be incorporated in a comprehensive study of academic space utilization at a multicampus community college is examined. The design and implementation of the methodology for examining academic space utilization for various instructional units such as rooms, buildings, and campuses are discussed. This preliminary study examined space utilization in an effort to develop an adequate procedure for the reporting of facility usage. Aggregation of academic space utilization data for each of the campuses provided summary college-wide information. Room and student usage was evaluated for specific periods of the day, for individual days, and for the week. Room and Student Station Utilization coefficients and a utility factor were generated for 158 rooms evaluated in the study. Overall, the college had a utility factor of .25 for classrooms and .28 for laboratories. It is suggested that with the acquisition of usage data, administrators will be able to evaluate present trends of academic facilities usage and plan effectively for the future. Summary tables of space utilization data are also provided. (Author/SF)

ED 174 073 HE 011 412

Braun, Shepard

Budget Planning Models: The Crisis for Information Systems. AIR Forum 1979 Paper.

Pub Date-May 79

Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Several tables may not reproduce well due to marginal legibility of original

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Budgeting, Change Strategies, *College Planning, *Educational Economics, Educational Finance, Enrollment Trends, Higher Education, *Information Systems, Institutional Characteristics, *Resource Allocations, Retrenchment

Identifiers-*AIR Forum 1979

Budget planning strategies in the academic environment are discussed in light of the discouraging fiscal expectations confronting colleges and universities. The contextual implications of institutional planning processes are considered with specific reference to strategies available to decisionmakers at different levels of the organizational structure. Critical timing, use of budget formulas, enrollment projections, and institutional priorities are discussed in terms of the maximum impact of both short- and long-term planning. Four major scenarios for budget planning strategies are described. They include: growth, no growth, reduction, and crisis. The importance of accurate analysis of enrollment trends to facilitate budget planning is emphasized. The use of information systems in budget planning is also discussed. It is suggested that information systems in a planning environment will function more effectively if they are structured on two levels: (1) general questions on institutional characteristics, and (2) the impact of changes on the institution. Reallocation of resources is also discussed as a possible budgeting strategy. The Academic Resource Evaluation Guideline information system developed at the University of Calgary to assist budget planners with questions relating to resource allocation is described. (Author/SF)

ED 174 074 HE 011 413

Monical, David G. Schoenecker, Craig V.

Marginal Funding: A Difference That Makes a Difference? AIR Forum 1979 Paper.

Pub Date-May 79

Note-29p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgeting, *College Planning, *Educational Economics, Educational Finance, Enrollment Trends, Higher Education, *Resource Allocations, Retrenchment, State Aid, *Statewide Planning

Identifiers-*AIR Forum 1979, *Marginal Funding, Minnesota University

A model that allows for the assessment of alternative funding formulas for postsecondary educational systems is described. The need for a practical planning model to fit the changing context of higher education funding is emphasized. The importance of a relatively simple funding model that will allow consideration of the aggregate impact of changing basic variables is also discussed. Various components of the proposed model are described. The model is designed to consider alternative funding formulas such as marginal funding, where ratios and compensation rates vary by the magnitude of the projected enrollment changes. The application of the model to a study of Minnesota higher education is described. From results of the study based on the practical planning model, it is concluded that some form of marginal resource allocation may serve to benefit both the state and higher education in a period of declining enrollments. While the model operates at a statewide level of aggregation, it is suggested that it would also be beneficial to those interested in system and institutional resource allocation patterns. (Author/SF)

ED 174 075 HE 011 415

Henard, Ralph E.

The Impacts of the Faculty Workload Emphasis on Postsecondary Education in the 1980s. AIR Forum 1979 Paper.

Pub Date-May 79
Note-21p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgeting, *College Faculty, College Planning, *Cost Effectiveness, Enrollment Trends, *Faculty Workload, Higher Education, Legislators, Policy Formation, *Retrenchment, Staff Utilization, State Aid, *States Powers, Statewide Planning, Surveys
Identifiers-*AIR Forum 1979

The implications of faculty workload and formula budgeting issues on higher education in the 1980s are discussed. Because of declining enrollments and tight resources it is suggested that state legislative committees in the 1980s will accelerate their requests for faculty workload data related to formulas for the allocations of full-time faculty. Executive Officers of state commissions or state boards of higher education in the United States were surveyed to determine the effect of faculty workloads on appropriations. In more than one-half of the responding states, the survey indicated that faculty workloads would affect appropriations. Impacts of this concern over faculty workloads include: increased state encroachments in academic decisionmaking, reduction of the quantity and quality of research, more state control over what is taught because of the emphasis on student credit-hour production, and an increased unionization of faculties. It is suggested that these impacts could prompt institutions to develop faculty workload formulas as a protection against the use of inadequate workload measures by state committees. (Author/SF)

ED 174 076 HE 011 416

McCollester, Charles W. Farrell, Richard L., Jr.

Teaching Activity Report: A Concise and Simple Summary of Individual Instructional Effort. AIR Forum 1979 Paper.

Pub Date-May 79

Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Appended charts may not reproduce well

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, *College Instruction, *Computer Oriented Programs, *Faculty Evaluation, Faculty Workload, Higher Education, Information Needs, *Information Systems, Institutional Research

The University of Notre Dame developed the Teaching Activity Report in an effort to present professors with meaningful summaries of their individual instructional efforts each semester. Geared to meet the needs of the individual instructors and their superiors, the Teaching Activity Report synthesizes all facets of the individual's instructional effort into a concise, readily understandable format. Every class is identified by title and course number (in order to reveal the level of instruction), by enrollment, and by both credit and contact (clock) hours. Instructors are identified by name, rank, and home department. An analysis of the grades assigned to the students by the instructor and a Teacher-Course Evaluation score based on student evaluations of each professor on 18 specific attributes are included for each course taught. The Report is produced by a series of COBOL programs which build a cumulative data file from existing data files. The summary reports have proved valuable to the instructors as realistic yardsticks of their ability to meet changing challenges and valuable to administrators, especially department chairpersons, in their efforts to make the best possible use of the individual's talents and interests, measured objectively. An interpretation of the letter grade designators used in the system and a sample Teaching Activity Report are appended. (SW)

ED 174 077 HE 011 417

Fritschi, A. And Others

Performance Indicators for Institutions of Higher Education: Effects of Size within Two Institutes of Technology. AIR Forum 1979 Paper.

Pub Date-May 79

Note-33p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cost Effectiveness, Educational Economics, Foreign Countries, Graphs, Higher Education, *Institutional Research, *Organization Size (Groups), Performance Criteria, *Performance Factors, Resource Allocations, *Technical Institutes

Identifiers-*AIR Forum 1979, *Switzerland

The relationships between the size of units within institutes, departments, and schools and their teaching, research, and service outputs or the structure of their resources was investigated at two national institutes of technology funded by the government of Switzerland. Resources and outputs were measured in terms of total expenditures, hours of teaching, publications, citations, and a variety of secondary indicators. Two methods were used for analysis of the institutes. The first gave a series of partial results, from a sectoral standpoint, providing a graphic study of variations in several independent'' relationships. The second analytic method was an attempt at a multidimensional approach, achieved by considering several variables at once. This approach required an aggregation of data that led to some loss of information (from a sectoral standpoint). The approach aimed at the combination of partial performances, each defined as the relationship between an output indicator and the indicator measuring total input. The study findings suggest that (1) there is not one size effect, but several differentiated effects depending on the relationship and level considered; (2) the size effect is usually combined with other factors; and (3) there may be a positive effect of size regarding outside sources of finance and external professional recognition. Sample graphs obtained by the first (graphic) and external professional recognition. Sample graphs obtained by the first (graphic) approach are included. (SC)

ED 174 078 HE 011 418

Braxton, John M.

The Influence of Student Recruitment Activities: Relationship between Experiencing an Activity and Enrollment. AIR Forum 1979 Paper.

Pub Date-May 79

Note-16p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Admission, College Bound Students, *College Choice, *Enrollment Influences, Higher Education, Institutional Research, *Private Colleges, Research Projects, *Student Recruitment

Identifiers-*AIR Forum 1979, *College Applicants

A study was conducted to help discern the relationship between various student recruitment activities and enrollment. A set of 10 recruitment activities utilized by the office of admissions at a private selective undergraduate institution of about 2300 students was selected for analysis. The activities were classified as on-campus contacts and off-campus contacts. The subjects were the 1311 accepted applicants for admission to the class of 1981. Questionnaires were sent to the 561 enrollees (those who paid the admissions deposit) and the 750 non-enrollees. The findings indicate that there is almost no relationship between the off-campus contacts and enrollment yield, while moderate correlations between on-campus contacts and enrollment yield were observed. The study results identify the need for colleges to evaluate on a continuous basis the effectiveness of recruitment activities they employ. (SW)

ED 174 079 HE 011 419

Johnson, Russell H. Chapman, David W.
An Assessment of College Recruitment Literature: Does the High School Senior Understand It? AIR Forum 1979 Paper.
Pub Date-Feb 79
Note-20p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Catalogs, *College Bound Students, Higher Education, *High School Students, Institutional Research, Marketing, Publicize, *Readability, *Student Recruitment, *Vocabulary
Identifiers-*AIR Forum 1979, College Terminology Quiz

The reading level difficulty of college recruitment literature and the ability of college-bound high school students to understand the terminology frequently used in college admissions were studied. The reading difficulty of passages from catalogs collected from 42 colleges and universities was computed using the Flesch Reading Ease Formula. A College Terminology Quiz and a demographic questionnaire were administered to 206 high school seniors from three schools to evaluate their ability to understand admissions terminology. The reading difficulty of the catalogs was rated at difficult to very difficult, indicating an average reading level appropriate to the advanced college student or college graduate. The average score on the College Terminology Quiz suggested that students had considerable difficulty identifying the correct use of terms commonly found in sections of college catalogs, although students who planned to attend college scored significantly higher than those who did not. The study results indicate that college catalogs are written at a reading difficulty level well above that of the major intended audience and that the students are often unfamiliar with the meaning of the special vocabulary used by those who write admissions materials, suggesting that colleges need to examine their recruitment literature for its level of presentation as well as its content. (SW)

ED 174 080 HE 011 420

Spiro, Louis M. McCailus, Joseph L.

Development of a Comprehensive Recruitment Program Targeted at the Penn State Student Market. AIR Forum 1979 Paper.

Pub Date-May 79

Note-28p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Bound Students, *College Choice, Decision Making, Factor Analysis, Higher Education, High School Students, Institutional Research, Marketing, Models, *Needs Assessment, *Program Planning, *Student Recruitment

Identifiers-*AIR Forum 1979, *Pennsylvania State University

A time sequence of recruitment activities was developed using high school data to represent the total, potential, and actual student markets for Pennsylvania State University. High schools with similar characteristics were grouped according to potential recruitment yields. Under the assumption that college decision-making behavior approximated the Kotler (1976) model, the results provided a generalized time sequence of recruitment activities and a series of individual high school strategies for the institution. Evaluation and modification of the resulting recruitment strategy packages should correspond with changes in the student environment. The general strategy guidelines are presented. The approach should be useful to others faced with the task of developing efficient and effective recruitment programs. The following materials are appended: rotated factor matrix; discriminant analysis with two functions; group descriptions; college selection paradigm based on study results; and maps showing the locations of the high schools and their group identifications. (Author/SW)

ED 174 081 HE 011 422

Dougherty, Edward A.

The Role of Institutional Research in Program Discontinuance. AIR Forum 1979 Paper.

Pub Date-May 79

Note-17p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Planning, *College Programs, Educational Finance, *Financial Problems, Higher Education, *Institutional Research, *Needs Assessment, *Program Evaluation, Resource Allocations, *Retrenchment

Identifiers-*AIR Forum 1979

Problems relating to program discontinuance and the role of institutional research are discussed, drawing on a study supported by the Exxon Foundation of 10 predominantly large public universities that have either reviewed and closed programs or have gone through recent financial difficulties. Careful analysis is necessary to know that savings are possible in the long or short run as a result of program discontinuance. Program discontinuance requires assessment of the impact of making marginal shifts in the allocation of resources. Program closure is extremely time-consuming, comparable data for the units under review are needed, and there is a lack of accepted standards for measuring research productivity. There is also a lack of clear definition of institutional mission. Four basic questions that must be addressed concerning program review are: who has the authority to review? What programs will be reviewed? What criteria will be used? And, what procedures will be most appropriate to the situation? The role of state agencies, what can be done to avoid discontinuance, and actions that should be taken if closure is desirable and inevitable are discussed. (SW)

ED 174 082 HE 011 423

Bare, Alan C.

Career Development of Post-Secondary Administrators. AIR Forum 1979 Paper.

Pub Date-May 79

Note-42p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Personnel, *Administrator Evaluation, Administrator Qualifications, *Career Ladders, *College Administration, *Employment Level, Higher Education, *Institutional Research, Models, *Occupational Mobility, Performance Factors, Predictor Variables, Promotion (Occupational), Success Factors

Identifiers-*AIR Forum 1979

A model of administrator development was tested in the 21 colleges, graduate and professional schools of a major state university system. Data were gathered from 494 administrators. Administrator development was measured in three ways: (1) individual rate of advancement, (2) perceptions of mobility and success, and (3) perceptions of personal growth and development. Fifteen variables were hypothesized to predict administrator development, and five predictors emerged. Across the population of administrators, rate of advancement was higher among administrators who: (1) experience formal performance appraisals, (2) work in departments where rewards depend on performance, (3) lack comprehensive personal development plans, (4) report individual/organizational work-goal integration, and (5) are relatively young. Three additional variables were found to be related to rate of advancement of either junior, mid-level, or senior administrators when they were analyzed as subsamples. (SW)

ED 174 083 HE 011 424

Olswang, Steven G. Cohen, William D.

Two Related Research Studies: Identification of the Need and Means for Enhancing the Performance of College and University Administrators. AIR Forum 1979 Paper.

Pub Date-May 79

Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Personnel, *Administrator Attitudes, Administrator Education, *Administrator Evaluation, Affective Behavior, College Administration, Higher Education, *Institutional Research, Interpersonal Relationship, Interprofessional Relationship, *Leadership Qualities, *Role Perception, Role Playing

Identifiers-*AIR Forum 1979

Two studies, conducted at the University of Washington and 30 large research-oriented institutions, examined the issue of performance of college and university administrators. In the first study, operational dissonance among the three levels of academic administrators were examined. Based on the role prescriptions and job functions of administrators delineated in previous reported studies, three questionnaires were developed. Respondents were asked to characterize their role functions and the degree of interaction with the other administrators, and to describe the observed performance of the role functions of other administrators. Provosts, deans, and department chairpersons were surveyed and 114 operational variables were studied. Usable responses were received from 417 of the 627 administrator sample. The second study examined task-specific tension and/or stress levels and their effects on the quality of administrator decisionmaking. Graduate students role playing as administrators completed tasks in which they experienced varying increases in tension and anxiety. Findings of both studies indicated the existence of inappropriate administrator behaviors leading to dysfunctional operations. Suggestions to alleviate identified problems include individual and group administrator training programs. (SW)

ED 174 084 HE 011 425

Mason, Thomas R.

The Middle-Aging 'Eighties in San Diego: Prospects for Lifelong Learning. AIR Forum 1979 Paper.

Pub Date-May 79
Note-19p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); a map of San Diego showing employment densities may not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Adult Students, College Planning, College Students, Continuous Learning, Economic Factors, *Enrollment Trends, Higher Education, *Institutional Research, *Long Range Planning, *Needs Assessment, Political Influences, Population Trends
Identifiers-*AIR Forum 1979, California (San Diego), *Lifelong Education

The processes and kinds of sources used in comprehensive educational planning employing institutional research are described to serve as a guide to provide recurrent education for a middle-aged population. The concept of lifelong learning has been addressed by postsecondary institutions because the traditional-aged college population has been declining in numbers. Long-range planning has been conducted by the San Diego Community College District to provide services through its evening college and adult and continuing education program. Forecasts of demographic and economic change into the 1990s and feedback from college staff, students, and citizens provided a sense of the value preferences of the people. The impact of the Jarvis-Gann initiative, which required that programs must be rigorously justified as a public benefit to merit public tax subsidies, was felt on the short-term and long-term planning perspective. It is proposed that the vital foundation of institutional research in the planning context are reasonable forecasts of demographic, economic, and social change into the future appropriate to the kind of planning problem. (SW)

ED 174 085 HE 011 426

Reichard, Donald J. And Others

An Examination of the Differences in Background, Special Needs, Extra-Curricular Activities, and Special Ability Areas of Black and White Freshman Applicants to a Predominantly White University. AIR Forum 1979 Paper.

Pub Date-May 79

Note-43p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Students, *Caucasian Students, Cocurricular Activities, *College Admission, College Choice, *College Freshmen, Comparative Analysis, Higher Education, Student Ability, *Student Application, *Student Characteristics, Student Needs

Identifiers-*AIR Forum 1979, University of North Carolina Greensboro

Differences in selected characteristics of black and white freshman applicants to the University of North Carolina at Greensboro, a predominantly white university, were examined using data from the Student Descriptive Questionnaire developed by the College Entrance Examination Board. Background characteristics, special needs, extracurricular activities, and special ability areas of the following study groups were examined: 991 admitted and enrolled students, 864 accepted/no-show individuals, 380 rejected individuals, and 3,393 prospective applicants. Differences in the characteristics of 226 prospective black applicants who elected to attend traditionally black universities and of 343 prospective black applicants who elected to attend traditionally white universities were also identified. Study results and implications of the findings are discussed. (SW)

ED 174 086 HE 011 427

Hunt, W. Kevin Thomas, Wanda F.

A Longitudinal Study of First-Time Community College Studnets: An Examination of Selected Characteristics. AIR Forum 1979 Paper.

Pub Date-May 79
Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Attendance, *College Choice, College Majors, *College Students, *Community Colleges, *Enrollment Trends, Higher Education, *Institutional Research, Longitudinal Studies, *Student Characteristics, Trend Analysis
Identifiers-*AIR Forum 1979, Tidewater Community College VA

Data concerning first-time students at Tidewater Community College were examined to identify changing trends among certain student subgroups. Longitudinal data on first-time students, collected each fall quarter between 1973-77, were incorporated in the analyses. A series of contingency tables were developed to represent numerous demographic and socioeconomic variables and educational occupational goals. It was determined that an increase occurred in enrollment of both female and minority students and of part-time students. Results reaffirmed certain previously known information about first-time students: friends are the major influence in selecting the college; a large percentage of new students are married; and adult students are continuing to enroll primarily for the acquisition of job skills. The following variables were considered: sex, race, marital status, age, enrollment status, major goal of attendance, degree level desired, choice of college, college major, and transportation to college. Implications of the findings for college policy and planning are considered. (SW)

ED 174 087 HE 011 428

Hunt, W. Kevin

Characteristics of Two-Year Community College Graduates: The Use of Discriminant Analysis to Differentiate Between Transfer and Occupational/Technical Students. AIR Forum 1979 Paper.

Pub Date-May 79

Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Colleges, *Discriminant Analysis, Graduate Surveys, Higher Education, *Institutional Research, *Junior College Students, *Student Characteristics, Technical Education, Transfer Students, Vocational Education

Identifiers-*AIR Forum 1979, Tidewater Community College VA

A general framework for developing a graduate profile based on academic status is presented. It is the result of a study conducted at Tidewater Community College to examine a methodology for determining general profiles of occupational/technical and transfer graduates. A 24-item questionnaire was mailed to all 1977 graduates, from which 461 usable data records were obtained, representing a 59 percent response. A discriminant analysis procedure was used to identify distinguishing descriptors between the two graduate groups. The resulting profile of graduates based on academic status increased institutional awareness of the major differences between graduates by supplying descriptive information about graduates rather than simply the numerical data normally supplied. Such profiles can assist institutions in their overall evaluation of curricula and services. (SW)

Johnson, Mark D. Chance, C. William

Research, Information, and the Legislative Process. AIR Forum 1979 Paper.

Pub Date-May 79

Note-15p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Statistics, *Decision Making, Higher Education, *Information Needs, *Institutional Research, *Legislators, Needs Assessment, *Policy Formation, Research Needs, *State Government, Statewide Planning

Identifiers-*AIR Forum 1979, Washington

The role of research and information in legislative decisionmaking is discussed. It is suggested that planning is of marginal utility to state legislatures. The primary obstacles to planning in the legislative arena are the turnover among state legislators, internal shifts of power, and the legislative tendency to deal with discrete policy issues to minimize political conflict. It is proposed that policy analysis is potentially the most valuable type of contribution the research community can make to legislative decisionmaking. The utility of raw data in the legislative process is questioned, and the need for comparable data from different institutions is cited. The areas of research that hold promise are needs assessment and outcomes assessment. Implications for institutional research in support of the state-level legislative process are addressed. (SW)

ED 174 089 HE 011 430

Welsh, J. Steven Lynch, Jean M.

The Financial Health of the Traditionally Black Graduate Schools. AIR Forum 1979 Paper.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-300-77-0396
Note-43p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California; May 13-17, 1979); Several Appendices may not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Colleges, College Deans, College Libraries, *Educational Finance, Fellowships, *Financial Needs, Financial Support, *Graduate Study, Higher Education, Institutional Research, *Minority Groups, Needs Assessment, Research Projects, *Student Financial Aid, Teacher Salaries
Identifiers-*AIR Forum 1979

The financial condition of traditionally black graduate schools is analyzed based on data from the report, Maximizing Productivity in Thirty-Two Black Graduate Schools,'' prepared with federal support. In addition to the financial analysis, information is presented about the schools' history, purpose, mission, goals, students, faculty, programs, and plans. The following six financial health variables are discussed: views of graduate deans, faculty salaries, fellowships and assistantships, libraries, research and development, and revenues/expenditures. Summary data support the view that there is an apparent contradiction between the publicly-stated policy of increasing the number of minorities in graduate and professional education and the low level of funding at the institutions where large percentages of minorities are studying. Appendices provide: a list of black graduate schools; data on faculty salaries, race, educational background by degree obtained; student financial aid data, library expenditure data; and total revenues/expenditures data. (SW)

ED 174 090 HE 011 431

Trumble, Robert R.

Young Investigators: Concerns, Options, and Opportunities. AIR Forum 1979 Paper.

Pub Date-May 79
Note-20p., Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age, *College Faculty, *Employment Opportunities, Enrollment Trends, Faculty Fellowships, Financial Support, Higher Education, *Researchers, *Research Opportunities, Trend Analysis, *Young Adults
Identifiers-*AIR Forum 1979

Declining opportunities for young researchers at universities and proposals to improve the situation are discussed. Concerns related to opportunities for young researchers include: (1) the leveling-off of student enrollments at universities; (2) the fact that tenure limits faculty turnover; (3) possible effects on research if the age distribution of investigators shifts substantially; (4) the potential effect on the eventual quality of university faculty of limited opportunities; (5) the possibility of insufficient employment opportunities for recent Ph.D.s; (6) access to research funds for young investigators; and (7) the declining proportion of young investigators compared to older investigators. Alternative methods to maintain or improve the nation's research and teaching efforts through greater use of young investigators include: a Young Investigators Postdoctoral Program; a Research Assistant Professorship Program; Research Initiation Grants; and Institutional Support Program. For each proposed program, assumptions, expected outcomes, and strengths and weaknesses are discussed. Indirect approaches to the problem include early retirement, leaves of absence, and part-time employment. Data collected from universities by the National Science Foundation form the basis for the analysis. (SW)

ED 174 091 HE 011 432

Kutina, Kenneth L. Bruss, Edward A.

Faculty Flow in a Medical School: A Policy Simulator. AIR Forum 1979 Paper.

Spons Agency-Association of American Medical Colleges, Washington, D. C.; National Library of Medicine (DHEW), Bethesda, Md.
Pub Date-May 79
Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *Computer Oriented Programs, Data Analysis, *Faculty Promotion, Higher Education, *Medical Schools, *Models, *Personnel Data, Personnel Policy, Simulation, Tenure
Identifiers-*AIR Forum 1979, Case Western Reserve University OH

A computer-based simulation model is described that can be used in an interactive mode to analyze the effects of alternative hiring, promotion, tenure granting, retirement, and salary policies on faculty size, distribution, and aggregate salary expense. The model was designed to be adequately flexible and comprehensive to incorporate the array of faculty appointment and tenure types found in medical schools throughout the United States. It has been implemented and tested on historical faculty data from the Case Western Reserve University School of Medicine. The Monte Carlo method of simulation was chosen as the most effective technology. The present model is called the Tenure and Promotion Policy Simulator'' and is programmed in the BASIC language. The entry, promotion, tenure status, and departure of full-time faculty members of the School of Medicine was traced from 1944-45 through 1977-78, totaling over 1,850 individuals. A computer data file was then constructed containing encoded biographical and appointment history information. Six data aggregation and synthesis computer programs were written to display the data in forms appropriate for analysis of the interrelationships of each variable on others. Statistical tests were run to determine the independent variables that have a significant relationship with the probability of a faculty member receiving a promotion, tenure, and other actions. Validation of the model was also undertaken. (SW)

ED 174 092 HE 011 433

Ebben, James Maher, Tom

Capturing Institutional Vitality. AIR Forum 1979 Paper.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-18p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Environment, *College Role, Educational Coordination, Faculty College Relationship, Higher Education, Institutional Characteristics, *Institutional Evaluation, Intercommunication, *Interprofessional Relationship, *Organizational Climate, *Teacher Morale

Identifiers-*AIR Forum 1979, Siena Heights College MI

Siena Heights College conducted a number of projects designed to enhance institutional vitality through support from the Fund for the Improvement of Postsecondary Education. Institutional vitality is viewed as involving: a clearly designed and accepted mission for the unit in question; direction, attainable goals, and programs that enable fulfillment of the mission; and a climate that enpowers individuals to be participants. Vitality is concerned with the socio-psychological well-being and enhancement of the individuals within the organization. A strategy for monitoring the morale in the institution, interpersonal relationships, and working conditions is built around Likert's Organizational Survey Profile. The survey is designed to examine coordination, communication, satisfaction, and leadership. The instrument was distributed to faculty, staff, and administrators in 1977, 1978, and 1979. Data yield an incomplete picture, which needs to be supplemented by ongoing anthropological assessment of the institution. Such an approacn could present a contextual framework within which to organize the data that appear to be relevant to an understanding of institutional vitality. Questions that need to be examined for a general understanding in institutional vitality are presented. (SW)

ED 174 093 HE 011 434

McLaughlin, Gerald W. And Others

Size and Efficiency. AIR Forum 1979 Paper.

Pub Date-May 79
Note-28p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Administration, *College Curriculum, College Planning, Cost Effectiveness, *Costs, *Educational Finance, *Enrollment, Higher Education, Institutional Characteristics, Needs Assessment, *School Size, *Student Teacher Ratio
Identifiers-*AIR Forum 1979

The relationship between enrollment and costs at colleges and universities is examined. The question of whether large size provides economy of scale for operating and the manner in which complexity, size, costs, and enrollment interrelate are addressed. Data were analyzed from a national sample of 1,347 four-year universities, with an enrollment between 200 and 40,000 students, that provided adequate information on the 1975 Higher Education General Information Survey. The path analysis of the study model revealed that size does have a direct effect on cost per student; however, the amount is small and is eclipsed by the far greater effect of changes in the staffing ratio and by changes in curricular complexity. The staffing ratio has the greatest direct effect on costs. These staffing ratios, however, appear to be independent of other factors in the model, essentially resulting from external influences. (SW)

Jones, Gerald L. Westen, Risdon J.

Integrating Multiple Criteria in Selection Procedures for Improving Student Quality and Reducing Cost Per Graduate. AIR Forum 1979 Paper.

Pub Date-May 79
Note-14p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, *Admission Criteria, Grade Point Average, Higher Education, *Institutional Research, *Military Schools, Performance Factors, Potential Dropouts, *Predictive Measurement, Predictor Variables, *Success Factors
Identifiers-*Air Force Academy CO, *AIR Forum 1979

The multivariate approach of canonical correlation was used to assess selection procedures of the Air Force Academy. It was felt that improved student selection methods might reduce the number of dropouts while maintaining or improving the quality of graduates. The method of canonical correlation was designed to maximize prediction of academic performance, military performance, and attrition. High school course and grade information, scores on the Admissions Testing Program Verbal and Mathematics Aptitude Tests, a physical aptitude measure, an athletic activity index, and an index of nonathletic extracurricular activities were analyzed for 257 individuals. The criterion variables were cumulative grade-point average at the end of the freshman year, an index of military performance, and a zero-one attrition variable that identified subjects who left the Air Force Academy after their freshman year. Findings are discussed, and it is concluded that the selection process can be improved by using additional data from standard high school transcripts and modifying weights of current selection variables. (SW)

ED 174 095 HE 011 436

Endo, Jean J. Harpel, Richard L.

A Longitudinal Study of Attrition: A Case Study at a State University. AIR Forum 1979 Paper.

Pub Date-May 79
Note-29p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); one statistical table may not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Ability, *Attendance Patterns, College Attendance, *College Students, *Discriminant Analysis, *Dropout Characteristics, Educational Counseling, Higher Education, *Institutional Research, Longitudinal Studies, Potential Dropouts, *Predictor Variables
Identifiers-*AIR Forum 1979, University of Colorado

As part of a Student Outcomes Model, a study was conducted of attrition in the 1975 freshman class at the University of Colorado using longitudinal survey data from nonreturning students and those currently enrolled. Discriminant analysis was employed to identify factors that distinguished persisters, academic dismissals, stopouts, and transfers. It was found that academic ability and frequency of using academic and vocational advising sources were the most important distinguishing variables, while others, such as importance of intellectual goals, hours worked, and number of hours per week spent studying, were also significant. Some differences were found by sex and when comparing persisters with all types of nonpersisters combined into one group. The importance of academic and support services on campus and the utility of discriminant analysis in identifying potential dropouts are noted. (SW)

Hammer, P. Smith, W. A. S.

Attrition-Completion Study in an Open University. AIR Forum 1979 Paper.

Pub Date-May 79

Note-35p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attendance Patterns, College Attendance, *College Students, Dropout Attitudes, *Dropout Characteristics, Foreign Countries, Higher Education, *Institutional Research, *Open Education, *School Holding Power, Student Attitudes

Identifiers-*AIR Forum 1979

Attrition and completion was studied at an open university, the Athabasca University in Canada. The multiple-choice and open-ended questionnaire asked students to indicate why they withdrew or completed the course and to specify the conditions under which they could pursue their studies. Of the 58 questionnaires mailed, 55 percent of the withdrawal questionnaires and 86 percent of the completion questionnaires were returned. Six areas that may have policy implications are: pacing/timeline restrictions on student progress, range of advanced course offerings, credit-noncredit options, course improvements, stop-out students, and open admissions. A literature review on variables related to attrition or completion and on attrition

extension, completion, transfer, graduation, withdrawal, attrition, dropout, and attrition rate. (SW)

ED 174 097 HE 011 438

Tilton, Betty D.

The Development and Use of a Computerized Data Base for Monitoring Student Retention. AIR Forum 1979 Paper.

Pub Date-May 79

Note-13p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attendance Records, *Black Students, College Students, *Computer Oriented Programs, *Data Bases, Higher Education, Institutional Research, *Management Information Systems, Program Development, *School Holding Power

Identifiers-*AIR Forum 1979, Florida State University

The development and maintenance of a computerized data base at Florida State University and its use in monitoring student retention are discussed. The information system was needed to support a study of persistence of black students and to provide updating on a regular basis of changes in attendance patterns. A system was designed using MARK IV. In addition to its use in monitoring changes in student retention rates, the retention data base can be used for the following purposes: to assess the impact of policy changes/new programs implemented to decrease student attrition rates; to identify members of specific groups for followup surveys; and to develop predictor models of student success. The studies conducted by the college's Subcommittee on Black Student Retention examined retention rates by type of student at date of entry (first-time, transfer, or graduate) and by race (black or white). Study conclusions and recommendations are listed. (SW)

ED 174 098 HE 011 439

Linney, Thomas J. Ross, Kathleen

Institutional Impacts of Federal Student Aid Programs: Current Issues and Future Policy Options. AIR Forum 1979 Paper.

Pub Date-May 79
Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Educational Finance, Equal Education, *Federal Aid, Federal Regulation, Financial Policy, Financial Support, Higher Education, Loan Repayment, Need Analysis (Student Financial Aid), Program Administration, *Student Financial Aid
Identifiers-*AIR Forum 1979, Basic Educational Opportunity Grants, Education Amendments 1972, Higher Education Act 1965, Supplemental Educational Grants

The impact of federal student aid programs on higher education and policy implications are discussed. Historical information on federal aid is presented. Large amounts of federal support are devoted to student assistance funding, which is channeled into the institutions in the form of tuition or housing costs. The student aid programs are designed to promote equal opportunity for attendance at postsecondary institutions. Beyond the large size of federal aid channeled through students, additional impact is created by the method in which this money is allocated to students and institutions. The result of the policies and regulation for the Basic Educational Opportunity Grant program is that assistance is larger for low-income students and for those who attend higher-cost institutions. The ways in which these policies affect low-income, middle-income, and high-income students' college choices are discussed. Another issue is the effect of loan programs on colleges and universities. Institutions are required to determine student financial need, keep records, and take necessary steps to insure payment and/or collection on the loan. The government has issued tighter regulations on recordkeeping and the default percentage at an institution. Federal funding of student aid programs has also affected the administration of institutions. Future policy options are considered. (SW)

ED 174 099 HE 011 440

Geiger, Joseph

Institutional Research and Budgeting: Appropriate Relationships. AIR Forum 1979 Paper.

Pub Date-May 79

Note-17p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Budgeting, *College Administration, *Data Bases, *Educational Finance, Financial Problems, Fiscal Capacity, Higher Education, Information Systems, *Institutional Research, *Needs Assessment, Political Influences, *Resource Allocations, Statewide Planning, Technical Assistance

Identifiers-*AIR Forum 1979

The realities of current fiscal environments faced by most public higher education institutions, budgeting problems, and three appropriate roles that institutional researchers can perform while assisting campus budget and academic staff compete for resources are discussed. Several major themes that flow through the budgeting process concern: incrementalism, politics, and technocracy. Three roles for institutional research are: (1) establishing and maintaining multipurpose data bases for budget articulation and defense, (2) providing leadership and counsel for state-level special issues analyses, and (3) providing technical support and guidance in the development of a resource allocation formula. In the process of performing these three roles, institutional researchers can play a vital role in interjecting performance analysis into the budgeting process. (SW)

ED 174 100 HE 011 441

Saupe, Joe L.

Specifications for the Instructional Productivity-Teaching Load-Class Size Formula. AIR Forum 1979 Paper.

Pub Date-May 79

Note-17p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Algebra, *Class Size, *Cost Effectiveness, Higher Education, *Mathematical Formulas, *Productivity, *Student Teacher Ratio, *Teaching Load, Unit Costs

Identifiers-*AIR Forum 1979

An analysis is presented of the basic instructional productivity formula, PR TL x CS, where PR is the index of productivity, TL is the index reflecting teaching load, and CS is the class-size index. Objectives of the analysis are to: extend the basic instructional productivity formula to include recognition of different types of instruction; indicate that the formula may be applied at any level of organizational or temporal aggregation; specify alternate measures of faculty-count data for use on the formula; specify how the course data of the formula may be credit, hour, course, or section measures; suggest other factors and options for consideration in developing the course measures of the formula; and suggest additional extensions and applications of the resulting algebra. (SW)

ED 174 101 HE 011 442

Carney, Paul

Multivariate Analysis in Institutional Research. AIR Forum 1979 Paper.

Pub Date-May 79
Note-35p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Variance, *Data Analysis, *Discriminant Analysis, Factor Analysis, Higher Education, *Institutional Research, *Research Methodology, Resource Allocations, *Statistical Analysis, Theories
Identifiers-AIR Forum 1979

This introduction to the theory and application of multivariate analysis is designed to assist institutional researchers who are interested in using these techniques to analyze issues within their respective institutions. A brief introduction to multivariate theory, consisting of a rationale for multivariate statistics and an overview of selected multivariate techniques, is presented. Applications of multivariate analysis in institutional research, obtained from a review of the literature in the field, are discussed, with particular emphasis given to studies because of their utilization of intrainstitutional, rather than interinstitutional data. The studies described used a variety of multivariate statistical procedures, including multivariate analysis of variance, discriminant analysis, canonical correlation, and factor analysis. Possible applications are suggested in the traditional institutional research areas of students, faculty, academic programs, resource allocation, and institutional evaluation. Additional potential applications of multivariate analysis in institutional research are also suggested, including using discriminant analysis as a classification technique. (SC)

ED 174 102 HE 011 443

Lind, Douglas A.

Bayesian Decision Theory in Enrollment Forecasting. AIR Forum 1979 Paper.

Pub Date-May 79
Note-15p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bayesian Statistics, *Enrollment Projections, Higher Education, *Institutional Research, *Mathematical Models, *Prediction, *Probability Theory, Statistical Analysis
Identifiers-*AIR Forum 1979, University of Toledo OH

The use of subjective probability as a theoretical model for enrollment forecasting is proposed, and the results of an application of subjective probability to enrollment forecasting at the University of Toledo are reported. Subjective probability can be used as an enrollment forecasting technique for both headcount and full-time equivalent using the following steps: (1) assume the various subpopulations are normally distributed; (2) determine the mean and standard deviations of these subpopulations; (3) sum the means and variances of the subpopulations to obtain the mean and variance of the university forecast; and (4) perform a linear transformation on the headcount distribution to obtain the full-time equivalent distribution. Major advantages of this method are: it allows the study of homogeneous subpopulations; it allows comparisons with other methods, since the variability is known; and it allows probability statements regarding various headcount and full-time equivalent outcomes. Application of the subjective probability method to enrollment forecasting at the University of Toledo resulted in a difference of 0.4 percent between the actual and the forecasted headcount enrollment and a difference of 0.3 percent between actual and forecasted full-time equivalent enrollment. In comparison with the conventional forecasting techniques also employed in the test study, the forecasting errors using the subjective probability were the smallest. (SC)

ED 174 103 HE 011 444

Marshall, K. T. Oliver, R. M.

Estimating Errors in Student Enrollment Forecasting. AIR Forum 1979 Paper.

Pub Date-May 79

Note-22p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Attendance, *Enrollment Projections, Higher Education, Institutional Research, Longitudinal Studies, Mathematical Formulas, *Mathematical Models, *Prediction, Probability Theory, *Research Methodology, *Statistical Analysis, Validity

Identifiers-AIR Forum 1979

The use of data on longitudinal student attendance patterns to determine variances, and hence confidence bounds, on student enrollment forecasts, in addition to finding the forecasts themselves, is demonstrated. The formulation of the enrollment model based on longitudinal student attendance patterns is described step by step, presenting the equations used in the model and some sample data obtained through application of the model. Applications of various equations are demonstrated. The model is analyzed assuming that the new admissions each period follow a Poisson distribution. The enrollment permits the development of statements about the approximate behavior of the conditional distribution of the total number of students in attendance at a given time. It is assumed that entering cohorts contain large numbers of students. Equations relative to this function are presented and discussed. Sample data on the forecasts and confidence intervals for each semester enrollment are presented. The model provides a measure of the error that could be present for each forecast. (SC)

ED 174 104 HE 011 445

Sheehan, Bernard S. Hillman, Barbara J.

Student Traceback Model: An Essay on Institutional Research Methodology. AIR Forum 1979 Paper.

Pub Date-May 79
Note-23p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Administration, *College Students, Curriculum Planning, Decision Making, Higher Education, *Institutional Research, Models, Needs Assessment, Part Time Students, Problem Solving, *Research Methodology, Resource Allocations, *Student Characteristics, *Student Mobility
Identifiers-*AIR Forum 1979, University of Calgary (Canada)

The student traceback model is described and is used to demonstrate various concepts relative to institutional research methodology. The methodology of the problem-solving institutional researcher includes a wide spectrum of how-to's: how to anticipate issues in higher education and estimate their practical institutional impact; how to develop the tools to solve problems; and how to present decision-influencing solutions. For any distribution of students in a session, the student traceback model yields the distribution (academic program parameters and student characteristics) in the last session. The model has practical institutional research application in resource reallocation, curriculum planning, and academic departmental decision-making. The student traceback model is used to demonstrate three different aspects of institutional research methodology: (1) evolution of the conceptual model; (2) identification of model capabilities and feasible applications; and (3) practical application of the model to specific campus problems. The application of the model at the University of Calgary to the specific problems of identification of part-time students, estimation of the resource implications of proposed changes to student academic programs, and separation of students into those expected to move to new programs and those expected to remain with the old program are described. (Author/SC)

Turner, John D. Booth, Mary W.

The Unreliability of Data in the California Community College System. AIR Forum 1979 Paper.

Pub Date-May 79
Note-15p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Appended map may not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Centralization, *Community Colleges, Curriculum Evaluation, *Data Collection, Higher Education, *Information Sources, *Institutional Research, Reliability, School Surveys, Sociology, Standards, State Colleges, *Statistical Data, Validity
Identifiers-*AIR Forum 1979, *California Community Colleges, College Catalogs, Grossmont College CA

A chronicle of the problems faced in an attempt to collect data on sociology curriculum trends in California's community college system is presented. The project was initiated in an effort to determine if other colleges in the system were experiencing the same difficulties with curriculum and enrollment in sociology courses being encountered by Grossmont College in California. Of the 104 questionnaires sent out to the Deans of Instruction at the existing California community colleges, 84 were completed and returned. Much variety was found in how the data were gathered, and there were difficulties in retrieving other data that were gathered. Often data were unanalyzed or duplicated because of lack of knowledge of what was already stored in the computer. Although college catalogs are the only uniform sources of information available to the public about the curricula at any given college, they were poor sources of accurate information about courses offered. Data published on the system by state and federal agencies were often inaccurate. Several tentative solutions are proposed such as standards for catalog writing or a centralized data bank based on the concept that most institutional research is highly unreliable because the data upon which it is based are unreliable. (SC)

ED 174 106 HE 011 447

Wish, John R. Hamilton, William D.

Replicating Freeman's Recursive Adjustment Model of Demand for Higher Education. AIR Forum 1979 Paper.

Pub Date-May 79
Note-20p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Attendance, College Graduates, *Educational Demand, Educational Supply, *Education Work Relationship, Employment Opportunities, *Enrollment Projections, Goodness of Fit, Higher Education, Institutional Research, *Job Market, *Mathematical Models, Models, Statistical Analysis, Validity
Identifiers-*AIR Forum 1979, University of Oregon

The viability of Freeman's Recursive Adjustment Model as a management tool for explaining and predicting enrollments and the job market is examined using macro and micro cases. To establish a relationship between college attendance and the college job market, Freeman employed a 3-equation model to analyze the causative supply and demand determinants. Freeman's equations and published and unpublished data are used to ascertain the goodness of fit for the entire United States, the entire state of Oregon, the University of Oregon, and two major departments at the University of Oregon (business and psychology). Freeman's model is presented, its application is discussed, and the method utilized to test Freeman's model is described. The study results suggest that Freeman's model for explaining college enrollments and graduate job market could be effectively employed by university administrators and institutional researchers to help analyze the major determinants in college attendance. The model might be more valid for the larger macro entities, such as national, state, or university, than it is for the smaller micro entities. The study results indicate that the degree of fit for the model on the micro level will vary considerably from university department to university department and on the general availability of the required data. (SC)

ED 174 107 HE 011 448

Witmer, David R.

The Search for Better Predictors of Incomes of High School and College Graduates. AIR Forum 1979 Paper.

Pub Date-May 79
Note-10p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Graduates, Economic Status, Higher Education, *High School Graduates, *Income, Mathematical Models, Multiple Regression Analysis, Predictive Validity, *Predictor Variables, *Statistical Analysis
Identifiers-*AIR Forum 1979

A search for better predictors of incomes of high school and college graduates is described. The accuracy of the prediction, implicit in the work of John R. Walsh of Harvard University, that the income differences in a given year are good indicators of income differences in future years, was tested by applying standard statistical procedures to data describing the annual incomes of men 25 years old and older during the period 1956 to 1975. Addition of the gross national product in the year prior to the previous equation yields much improved results. Application of Richard B. Freeman's three-equation recursive adjustment model indicates that the starting salaries of college graduates are not good correlates of income differences. Several sets of data from the American Council on Education Fact Book on Higher Education'' were then entered into a series of multiple correlation and regression studies. Studies of the 184 independent variables identified four that, taken together, yield significantly better predictions of future income differences. These factors were: (1) male population 22 years old, 13 years prior; (2) male college graduates at the B.A. and first-professional degree level/male population 29 years old, 11 years prior; (3) male college graduates at the B.A. and first-professional degree level, 14 years prior; and (4) male college graduates at the B.A. and first-professional degree level/male population 29 years old, 14 years prior. However, no theory to explain the connections among these variables is apparent. (SC)

ED 174 108 HE 011 449

Smith, Ida

Problems in and Approaches to Monitoring the Status of Women Faculty: A Case Study. AIR Forum 1979 Paper.

Pub Date-May 79
Note-16p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Rank (Professional), *College Faculty, Faculty Evaluation, Faculty Promotion, *Females, Foreign Countries, Higher Education, Institutional Research, Multiple Regression Analysis, Peer Evaluation, *Research Methodology, *Salary Differentials, *Sex Discrimination, Statistical Analysis, Status, Teacher Salaries, Women Professors
Identifiers-*AIR Forum 1979, Queens University of Kingston (Canada)

The methods used to analyze the status of women academics at Queen's University, Ontario, Canada, are described. An initial study examined several individual variables believed to affect salary and compared the findings for men and women faculty and utilized a multiple regression analysis to integrate most of those variables into one model. A second study of the same faculty used a simple statistical review similar to that used in the initial study and an adaptation of a peer pairing approach. This study focused on those faculties and discipline groups where most women held positions. Patterns of appointment and promotion, as well as salary review over a 10-year period, are discussed. Both the dean and the individual woman faculty member were asked to name a peer, since the choice of peer reflects a judgment about where an individual is or ought to be. The peers and the women were asked to complete detailed questionnaires on qualifications, experience, and current activities. Comparative salary levels and salary histories were also obtained on the peer pairs. The limitations of quantitative methods and of the peer pairing method are discussed. Integration of traditional review procedures with techniques of statistical analysis and peer pairing allows greater equity at both the group and individual level than any of these methods separately. (SC)

ED 174 109 HE 011 450

Lowe, Elizabeth B. Taylor, Alton L.

Part-Time University Faculty: An Analysis of Work and Salary Cost. AIR Forum 1979 Paper.

Pub Date-May 79

Note-31p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) · Reports · Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Educational Finance, *Faculty Workload, *Full Time Faculty, Higher Education, Institutional Research, *Part Time Teachers, Southern Schools, State Colleges, *Teacher Salaries

Identifiers-*AIR Forum 1979

The work and salary cost of university faculty employed on a part-time basis is compared to the work and salary cost of full-time university faculty. Profiles developed for each group allow comparisons with full-time faculty on three dimensions: identity by full-time equivalency and rank, workload, and salary cost. Data on part-time and full-time faculty in selected disciplines were obtained from five public state universities in the southern United States. Only regular daytime faculty were included. Data were collected on rank; discipline; full-time equivalency; academic year salary; instructional load in courses, students, and student credit hours for one semester; and faculty activities reported by faculty. The results indicate that the part-time faculty members constitute only about six percent of the total faculty, significantly less than reports of 20 to 25 percent nationwide. There is no consistent pattern in the work of part-time faculty: two universities rely on part-time faculty primarily for instruction, two rely upon part-time faculty for both research and instruction, and one relies upon part-time faculty primarily for research. Part-time faculty do cost less at each university when hourly wage rates are calculated. The instructional load cost of part-time faculty is also less at each institution. (SC)

ED 174 110 HE 011 451

Gappa, Judith M. And Others

Equalizing Faculty Women's Salaries: A Case Study in Cooperation. AIR Forum 1979 Paper.

Pub Date-15 May 79
Note-26p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, Educational Finance, Faculty Evaluation, *Females, Higher Education, Institutional Research, Literature Reviews, *Multiple Regression Analysis, Resource Allocations, Salary Differentials, Sex Discrimination, *Sex Fairness, *Teacher Salaries, Women Professors
Identifiers-*AIR Forum 1979, *Utah State University

The process used by Utah State University to equalize faculty women's salaries is examined. In 1972-73, Utah State University administrators began a discussion of the variables affecting faculty salaries. The university adjusted the faculty women's salaries until no statistically significant differences by rank were found. The analysis of salary differentials between men and women faculty was performed through use of a multiple regression technique. Lump sum allocations were made available to each college for the purpose of equalizing the salaries of faculty women. The allocations were based upon the results of the regression analysis, and the use of the allocations proposed by the respective deans were then studied using both the regression analysis results and qualitative assessments of faculty performance made by the deans. After the proposed salaries were computerized, the rerun of the regression analysis model showed significant improvement of the inequities. At the end of the third year, no statistically significant differences between men's and women's salaries remained. A review of the literature on salary equity models is included. Future plans for expansion of the regression analysis model to enhance its utility as a management tool are to incorporate productivity factors and supply and demand rankings for more objective salary administration. (SC)

ED 174 111 HE 011 452

O'Brien, Maureen And Others

Evaluating the Impact of Introducing Visually Impaired Students into Allied Health Programs. AIR Forum 1979 Paper.

Pub Date-May 79

Note-14p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Figure 2 (Social Impact Matrix) may not reproduce well

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Educational Assessment, *Evaluation Methods, *Handicapped Students, *Health Occupations Education, Higher Education, Institutional Research, Junior Colleges, *Mainstreaming, Models, Program Evaluation, Research Projects, *Visually Handicapped

Identifiers-*AIR Forum 1979, *Allied Health, Saint Marys Junior College MN

The results of the pilot implementation of an evaluation methodology developed to assess the impact of introducing handicapped students into allied health curricula are discussed. An evaluative method that suggests anticipatory interventions was developed and used to measure the impact of visually impaired students enrolled in allied health programs at St. Mary's Junior College in Minnesota. The impact assessment model was designed to anticipate and uncover those critical points at which the impact of these students would need to be monitored during the training. A critical points analysis model was developed to identify those features of the impacted programs that created unanticipated problems and opportunities for changes during the students' progression through the programs. The relationships among visually impaired students, teachers, peer tutors, the project director, and clinical supervisors were explored. Interviews and questionnaires were used to examine the differing expectations of these groups of individuals and to identify potential problem areas. The critical points analysis model and the evaluation methodology proved to be valuable techniques. (SC)

ED 174 112 HE 011 454

Campbell, S. Duke Greenberg, Barry

The Use of Multiple Regression and Trend Analysis to Understand Enrollment Fluctuations. AIR Forum 1979 Paper.

Pub Date-May 79
Note-13p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Appended data (3 pages) may not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Planning, Economic Factors, *Enrollment Projections, Higher Education, Institutional Research, *Mathematical Models, *Multiple Regression Analysis, *Predictor Variables, *Trend Analysis, Unemployment
Identifiers-*AIR Forum 1979, *Florida International University

The development of a predictive equation capable of explaining a significant percentage of enrollment variability at Florida International University is described. A model utilizing trend analysis and a multiple regression approach to enrollment forecasting was adapted to investigate enrollment dynamics at the university. Four independent variables were used in a stepwise linear regression analysis to explain variance in the total university full-time-equivalent enrollment. Three of the four variables used are presently employed in business forecasting models to account for changes caused by trends, seasonal variations, and cyclical variations. The fourth variable was introduced to account for the opening and operation of a new campus. The model accounts for 99.6 percent of the variation observed in total university enrollments for the past 20 quarters and provides estimates of the enrollment within one percent of the enrollments actually observed. The model also has the potential for making reasonably accurate and reliable short-range enrollment forecasts. The model demonstrated that changes in economic conditions in the county, reflected by changing unemployment rates, correlate significantly and positively with changes in total university enrollment. Total university enrollment did not change from its second to its sixth year of operation except for those changes that could be accounted for by changes in unemployment in the county. The opening and operation of the new campus increased total university enrollment by about six percent. (SC)

Toporovsky, R. H.

Departmental Enrollment Projection Model. AIR Forum 1979 Paper.

Pub Date-May 79
Note-39p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979); Figures on two pages may not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Planning, *Departments, Economic Factors, *Enrollment Projections, Flow Charts, Higher Education, Institutional Research, *Mathematical Models, Prediction, *Statistical Analysis
Identifiers-*AIR Forum 1979, Department Enrollment Projection Model

The Departmental Enrollment Projection Model (DEPM), which is based on the assumption that enrollments are essentially influenced by economic and social forces, is described. Under the model's approach, the department, rather than the institution as a whole, is seen as the focal point of both the enrollment projection and, by implication, the planning strategies. The pool of students individual departments are now concerned with is that of potential students, in the relevant higher-education region, contemplating formal training. Quality of education, placement prospects, and relative tuition are factors which can now be directly related to enrollment and controlled in the attainment of institutional and departmental goals. Labor market and education market factors form the economic foundations of the model. The current version of the DEPM has been developed as a recursive system of four behavioral, one trend, and one policy or control equations for each program or department of instruction. Restrictively, each department's direct enrollments are assumed to be independent from the other departments. Equations used in the model are presented and discussed. The data concepts and sources of information used in the model are summarized. The effect of specification, exogenous variables, and policy variations are also described. (SC)

ED 174 114 HE 011 456

Pace, C. Robert

The Other Side of Accountability: Measuring Students' Use of Facilities and Opportunities. AIR Forum 1979 Paper.

Pub Date-May 79

Note-18p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *College Students, *Educational Accountability, Educational Facilities, Educational Opportunities, *Facility Utilization Research, Higher Education, *Institutional Research, *Measurement Instruments, *Student Behavior, Student Development, Student Motivation

Identifiers-*AIR Forum 1979

A set of measures was developed to assess the quality of student effort in the utilization of the facilities and opportunities available in the college setting. The measures are based on the assumption that students are accountable for the amount, scope, and quality of effort they invest in using the available resources for their learning and development. Accountability for achievement and related outcomes must consider both what the institution offers and what the students do with those offerings. The measures were developed, pretested, revised, and administered to samples of undergraduates at 14 colleges and universities. From analyses of the pre-test data, it was determined that the scales are discriminating, reliable, and valid, and that quality of effort is clearly related to student development and achievement. (Author/SW)

ED 174 115 HE 011 457

Dumont, Richard G. Troelstrup, Richard L.

Exploring Relationships Between Objective and Subjective Measures of Instructional Outcomes. AIR Forum 1979 Paper.

Pub Date-May 79

Note-29p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Bibliographies, College Students, Factor Analysis, Higher Education, Institutional Research, Multiple Regression Analysis, *Predictor Variables, *Self Concept, *Student Evaluation, Test Validity

Identifiers-*AIR Forum 1979, American College Testing Program, College Outcome Measures Project, *Outcomes, Tennessee Technological University

A pilot project in performance funding was conducted at Tennessee Technological University. A random sample of 112 seniors participated in a special assessment exercise involving the American College Testing (ACT) Battery and the ACT College Outcome Measures Project. The participants also completed a questionnaire designed to elicit self-reports of progress toward the realization of a set of institution-wide or general education goals. Factor analyses and item analyses were performed on self-report responses and two separate two-item indices were obtained. The relationships between the objective,'' or test performance, and the subjective,'' or student testimony, instructional outcomes measures were examined. The findings support the concurrent validity of the student testimony data, but the magnitude of the correlation coefficients seem to suggest that a substantial proportion of the variance in self-reported progress scores is not explained by the test performance results. The implications of the study results for the better-informed selection, implementation, and interpretation of instructional outcomes measures are discussed. Statistical data and a bibliography are included. (SW)

16 HE 011 458

. R. And Others
sh Follow-Up Study. AIR Forum 1979 Paper.
ec 78
 Paper presented at the Annual Forum of the Association for
ional Research (19th, San Diego, California, May 13-17, 1979)
Speeches/Meeting Papers (150) - Reports - Research (14[illegible]
- MF01/PC01 Plus Postage.
s-*Academic Achievement, *Advanced Placement, College
um, College Students, *English, *Equivalency Tests, Higher
n, History, *Test Validity
s-*AIR Forum 1979, College English, *College Level Examination
 University of Central Florida
 that using the College Level Examination Program (CLEP)
neral Examinations in lieu of regular English composition
ntributes to lowering of the quality of higher education was
ed by determining whether the level of achievement in the CLEP
amination was related either to the frequency in which
nglish and history courses were taken or the success achieved
ourses. The study population consisted of a random sample of
s at the junior and senior levels attending the University of
orida. Data on the student's permanent record card were
 by selected achievement decile intervals on the CLEP English
n, and a non-CLEP English group was included. The analysis
 the sub-groups on various achievement factors and on
 and achievement in the advanced courses. The findings
hat students who score in the 50 to 59th percentile range had
vel of achievement in both the advanced English and history
he data may enable academic personnel to determine the
eness of using the CLEP English Examination as a means of
e English composition requirement for freshman students. A
studies attempting to investigate the validity of the CLEP
ns for awarding college credit and for exempting students from
 basic general education courses is included. (SW)

17 HE 011 459

de K. And Others
Predictors of National Teachers Examination Scores at a
antly Black Institution. AIR Forum 1979 Paper.
ay 79
Paper presented at the Annual Forum of the Association for
ional Research (19th, San Diego, California, May 13-17, 1979)
Speeches/Meeting Papers (150) - Reports - Research (143)
- MF01/PC01 Plus Postage.
s-Aptitude Tests, Black Colleges, *Black Students, Education
*Grade Point Average, Higher Education, Institutional
, Multiple Regression Analysis, *National Competency Tests,
or Variables, Standardized Tests, *Teacher Certification,
Education
s-*AIR Forum 1979, National Teacher Examination, *North
Central University, Scholastic Aptitude Test

lastic Aptitude Test (SAT) and undergraduate grade point
re examined as possible predictors of scores on the National
amination (NTE). The study population consisted of 166
major graduates from North Carolina Central University (NCCU),
antly black institution, over a two-year period. The data on
, grade point averages, and NTE scores were analyzed using a
egression analysis. The SAT verbal, SAT math, and grade point
re found to be significant predictors of NTE Common
n scores for the NCCU students. The SAT verbal and grade point
re significant predictors of Area Examination scores in one
e only the SAT verbal was significant in predicting scores in
rea. The findings indicate that SAT scores may be acceptable
of NTE Common Examination scores. (Author/SW)

18 HE 011 460

, J. R. Lawson, Donald F.

f the All-University GPA: An Analysis of Sources of Apparent
flation. AIR Forum 1979 Paper.

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Paper presented at the Annual Forum of the Association for
ional Research (19th, San Diego, May 13-17, 1979)

Speeches/Meeting Papers (150) - Reports - Research (143)

- MF01/PC01 Plus Postage.

s-*Academic Standards, Comparative Analysis, *Departments,
nflation, *Grade Point Average, Grades (Scholastic), Higher
n, *Institutional Research, Longitudinal Studies, State
ties

s-*AIR Forum 1979, *Humboldt State University CA

stribution patterns at Humboldt State University in California
ned over a five-year period on the basis of mode of
n and by academic department. The grade distributions for each
epartment were compared with the other departments within the
l, and the distribution for each school was compared with
ols within the university. The variability of departmental
ributions within even the smallest school was so great that
lly nearly every distribution was significantly different from
the other departments, and, without exception, each school
icantly different at the one percent level from the remaining
grade distribution. Although there was great variability
ols, the schools were remarkably consistent over time. The
indicate that the individual schools are operating with some
ade standards and that the idea of an all-university grade
age is very misleading. (SW)

19 HE 011 461

J.
the Illinois Community College Occupational Student Follow-up
R Forum 1979 Paper.
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'aper presented at the Annual Forum of the Association for
onal Research (19th, San Diego, California, May 13-17, 1979);
Follow-up Data of Occupational/Career Graduates by Program
ay not reproduce well)
peeches/Meeting Papers (150) - Reports - Research (143)
- MF01/PC01 Plus Postage.
-*Career Education, *Community Colleges, Educational
s, Employment Patterns, Enrollment Trends, Graduate Surveys,
ucation, Income, *Institutional Research, *Junior College
Longitudinal Studies, State Programs, Student
istics, Student Needs, Vocational Education, *Vocational

-*AIR Forum 1979, *Illinois

ts of a statewide occupational student follow-up study
y the Illinois Community College Board are summarized. All 38
unity college districts tracked occupational/career students
-year period. A total of 27,663 first-time students enrolled
onal/career programs in 1974 constituted the study group.
a are presented on the original intentions of the students
ng in the program; the enrollment patterns of the students;
withdrawal; employment rates for former students;
status of former students; methods students used to find
and median monthly salaries of former students. The
esults were also analyzed by specific occupational/career
provide a comparison among programs and to provide statewide
se by local institutions for comparative purposes within a
am. The results of this analysis for graduates of the
e presented. The study results indicate that
l/career programs in the public community colleges of
e very effectively meeting the needs of a wide variety of
SW)

20 HE 011 462

. Coleman, D. R.
nt and Comparison of Educational Outcomes of Native and
Students. AIR Forum 1979 Paper.
y 79
Paper presented at the Annual Forum of the Association for
onal Research (19th, San Diego, California, May 13-17, 1979)
peeches/Meeting Papers (150) - Reports - Research (143)
- MF01/PC01 Plus Postage.
-Academic Achievement, *College Environment, College
, College Students, Community Colleges, Followup Studies,
Surveys, Higher Education, Institutional Research,
ant Satisfaction, Program Evaluation, Questionnaires, Self
*Student Attitudes, Student Reaction, Surveys, *Transfer
Universities
-*AIR Forum 1979, *Outcomes, University of Central Florida
college transfer and native student outcomes in the area of
hievement and student perceptions of the academic environment
d. The study population consisted of 730 native students who
the University of Central Florida as freshmen in 1973 and
community college transfer students who enrolled as juniors
udents were assessed by discipline, the graduation rate,
ccess, academic program satisfaction, and academic
satisfaction. The students' records were stratified by
transfer, program discipline, and enrollment status. A
student questionnaire was administered to those students who
t the end of the 1977 spring quarter to assess academic
academic environment satisfaction. Summary data are
n the breakdown of the students by discipline and enrollment
he selection of discipline; program satisfaction; and
of the academic environment. The analysis reveals major
in the selection of discipline between the two groups, but
erence in program and academic environment satisfaction. The
te that the graduating students perceived the university as
sful in helping students increase knowledge in their academic
s only marginally successful in developing the student's self
ership skills, general skills, and involvement in cultural
events. Questionnaire items are included. (SW)

21 HE 011 463

harles H. Lavallee, Lise

turns to Schooling Decisions. AIR Forum 1979 Paper.

y 79

Paper presented at the Annual Forum of the Association for
onal Research (19th, San Diego, California, May 13-17, 1979)

peeches/Meeting Papers (150) - Reports - Research (143)

- **MF01/PC01 Plus Postage.**

-*Associate Degrees, *Bachelors Degrees, *College Choice,
rograms, Community Colleges, Comparative Analysis, Computer
ducation, Cost Effectiveness, Dietitians, Economic Research,
al Benefits, Educational Economics, Educational Status
n, Employment Patterns, Foreign Countries, Higher Education,
Institutional Research, *Labor Economics, Mathematical
Nursing, Nutrition, *Salary Differentials, Social Work,
l Education

-*AIR Forum 1979

te internal rate of return to investment is evaluated in two
ach of the following four educational programs: computer
rsing, nutrition, and social work. In these fields, a

ccurs in which many bachelor's degree graduates and community
ational degree holders perform exactly the same work and
ferent salaries. The monetary benefit returns to individuals
ted by using the cost-benefit analysis method. The method is
e assumption that the income that an average individual with
level of education in a given field will be earning years
e estimated based on the average income currently being
eople having the same characteristics. Returns to investment
or's degree versus a community college vocational degree
5.4 percent for nurses to 18 to 20 percent for computer
social work graduates. It is suggested that these results
ful not only to public employment agencies and educational
s, but particularly to individual students who strive to
most profitable level of education in the most economical

arnett

ary Graduates and the Labour Market in Canada: The 1970's and
IR Forum 1979 Paper.

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n Diego, California, May 13-17, 1979) to marginal legibility
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peeches/Meeting Papers (150) -- Reports - Descriptive (141)

- MF01/PC01 Plus Postage.

-Academic Achievement, Computer Oriented Programs, Dropout
istics, *Dropout Rate, *Education Work Relationship,
y Secondary Education, *Employment Opportunities, Employment
*Enrollment Projections, Foreign Countries, Higher
, Institutional Research, *Models, Student Characteristics,
lysis

-*AIR Forum 1979, *Canada

ngs of a computer model designed to project the number and
profile of young people leaving the school system to enter
orce in Canada in the 1980's are reported. The four-tiered
del utilized in the study projects elementary-secondary
college and university enrollment, leavers'' from the
chool system, and leavers'' from the post-secondary system.
and educational profile of young people in Canada has changed
y in recent years. A rapid increase in the number who are
ated, combined with a decline in new'' jobs in the public
caused unemployment and underemployment among some
particularly in the humanities and social and behavioral
he number of college and university graduates is expected to
until at least the mid-1980's. The labor market situation
aduates may not improve until after that time. It is
hat to aid students in the transition from school to the
t, and to foster realistic student expectations, Canadian
s may want to improve their understanding of labor market
Institutional researchers, as part of the planning system,
ely participate in this process. (SW)

3 HE 011 465

ard M. Leventhal, Richard C.
earch: Its Function as a Marketing Tool. AIR Forum 1979

- 79
Paper presented at the Annual Forum of the Association for
onal Research (19th, San Diego, California, May 13-17, 1979)
peeches/Meeting Papers (150) - Reports - Research (143)
- **MF01/PC01 Plus Postage.**
-*College Administration, College Students, Data Bases,
nal Assessment, Higher Education, Institutional Research,
g, Organizational Effectiveness, Research Projects, *Student
tudent Recruitment
-*AIR Forum 1979, Metro State College CO, *Outcomes
f outcomes research as a marketing tool for postsecondary
institutions is discussed. Few such institutions integrate
formation into the institutional marketing program. In most
type of information is used to document actual outcomes, but
t used as an indicator of needed change or success of the
's marketing program. A tailored approach to outcomes
s been instituted at Metropolitan State College in Colorado
their marketing program. Basically, the approach has utilized
nal cohort study of students to provide outcomes information.
n program also includes studies of various segments of the
student market and student information needs and a study of
s impact on the community. A committee was formed to link
ormation to marketing and to stimulate the development of a
ve marketing program. The committee has continued to plan and
dies and to interpret and disseminate information related to
formation. The program has endeavored to make outcomes
more accessible to those involved in the various phases of
al marketing, partly through improved dissemination of
and partly through the development of an outcomes data base
ed to the college's data base system. (SW)

4 HE 011 466

e H.

ng Role of the College or University President. AIR Forum
.

y 79

Paper presented at the Annual Forum of the Association for
onal Research (19th, San Diego, California, May 13-17, 1979)

peeches/Meeting Papers (150) - Opinion Papers (120)

- **MF01/PC01 Plus Postage.**

-Administrator Attitudes, *Administrator Role, College
ation, *Higher Education, Institutional Characteristics,
g, *Organizational Effectiveness, *Presidents

-*AIR Forum 1979, *College Presidents

of the college or university president in developing the
otential of the institution is discussed. The experience of
dicates that a marketing viewpoint in an organization will
hen the president of the organization fully understands its
mitations. However, many colleges and universities are
develop their marketing potentials because their presidents
ng insular admissions, promotion, or development activities
arketing activities. For higher education, there are nine
the marketing activity: admissions, public relations and
s, student retention, counseling, faculty divisions, alumni
placement, institutional research, and development. These
e not being realistically coordinated to focus on the needs
itutions' clienteles. As the top institutional officer, the
hould have a broad perspective relating to current and future
should assume responsibility for the coordination of all
ctivities. If higher education is to be productive, every
ust be a marketing person, since it is the president's duty
he institution's activities to the realities of the client
e and the social/political/economic environment. (SW)

san A. Churchman, David A.

search as a Solution to Four Pervasive Problems in Graduate
AIR Forum 1979 Paper.

79

Paper presented at the Annual Forum of the Association for
nal Research (19th, San Diego, California, May 13-17, 1979)
eeches/Meeting Papers (150) - Reports - Descriptive (141)

MF01/PC01 Plus Postage.

Affirmative Action, *College Faculty, Faculty Development,
rkload, Federal Aid, Females, *Graduate Study, *Grants,
cation, Internship Programs, Minority Groups, Models,
Opportunities, Research Problems, *Research Projects,
Leaves

*AIR Forum 1979, *Sponsored Research

ems that will be of major concern to academic institutions
duate degrees in the coming decade and ways in which
search can help solve them are discussed. The four problems
as: (1) the threat posed to research performed by faculty by
aching loads; (2) the increasing lack of opportunities for
s of doctoral programs to join faculties; (3) the continuing
at academic institutions are under to increase the number of
norities on their teaching staffs; and (4) the changing
rospects of students completing their graduate degrees, and
lls they need to acquire. A five-point model is proposed
igned to provide a solution to each of these problems
generation of sponsored research. The model incorporates
perience for students in their fields; use of grant monies
inancial aid for students; active involvement of professors
in their fields; release of tenured faculty to do research
ant hiring of adjunct faculty to broaden the range of ideas
fferings; and use of the adjunct faculty positions created
oney to increase the number of women and minority faculty
mples of specific Federal funding programs available to
research endeavors are mentioned, such as the National
dation's Minority Institutions Graduate Traineeship Program.

8 HE 011 468

an A.
or an Effective University Grants Development Operation. AIR
Paper.
79
'aper presented at the Annual Forum of the Association for
nal Research (19th, San Diego, California, May 13-17, 1979);
eriodicals and publications list may not reproduce well
eeches/Meeting Papers (150) - Reports - Descriptive (141)
MF01/PC01 Plus Postage.
Administrative Personnel, *Administrator Characteristics,
dministration, College Faculty, *Directories, *Grants,
cation, Institutional Evaluation, Institutional Research,
Private Financial Support, *Program Coordination, Program
t, Research Directors, Researchers, Research Opportunities
*AIR Forum 1979
ions under which the effectiveness of a university grants
potentially maximized are described. The following topics
d: the attitudes to be adopted by university administrators
erations, the functions of the institutional grants office,
ities needed in a campus coordinator of research. The
ust make a commitment to its efforts to become involved in
usiness, and administrative personnel must consider grants
top priority. The grants office should function as a
as an assistance and coordination mechanism, for faculty
grant development and administration. To do this, the
e must develop an adequate information system, a regular
n plan, and a system for matching faculty competencies and
erest areas with available grant programs. The grants office
vide liaison functions with regard to local community
her institutions which might become involved in joint
d granting agencies. The coordinator of research should be
l who has administrative and organizational skills,
vvy, excellent communication skills, and innovative ability.
blications and periodicals providing information on grants
appended. (SW)

Pervasive Planning: Multi-Level Institutional Planning. AIR
Paper.
79

aper presented at the Annual Forum of the Association for
nal Research (19th, San Diego, California, May 13-17, 1979)
eeches/Meeting Papers (150) - Reports - Descriptive (141)
MF01/PC02 Plus Postage.
Behavioral Objectives, Centralization, *College
tion, *College Planning, Decentralization, Higher Education,
onal Evaluation, *Institutional Research, *Organizational
olitical Influences
*AIR Forum 1979, *Planning Methods, Stanford University CA,
of Michigan, University of Minnesota, University of
ia

ich planning can be enhanced across organizational levels
r education institutions are outlined, and examples of
l planning are analyzed from centralized/decentralized
. Generalizations about planning are drawn with particular
ways in which effective human planning behavior can be
The analysis is based on the following premises: planning
a pervasive organizational activity; planning is not
art from management; and planning needs to be understood and
as a sociopolitical activity as well as a technical
e following key behaviors are identified: (1) join and
perform role dependably; (3) provide effort above the
exhibit adaptive, innovative behavior; and (5) perform
y. The planning histories of the University of Michigan, the
f Minnesota, the University of Pennsylvania, and Stanford
re briefly considered. Three papers on planning by T.
ott, Loretta Glaze Elliott, and Thomas W. West and outlines
strategies and processes are appended. (SW)

3 HE 011 492

hen R. Holzapfel, Mary J.
f Instructional Costs Per Full Time Equivalent Student.
78-15.
e Univ., Bozeman.
78

ports - Research (143) - Numerical/Quantitative Data (110)
MF01/PC01 Plus Postage.
*Comparative Analysis, Comparative Statistics, Cost
ess, Data Analysis, Data Collection, Definitions,
al Economics, Educational Finance, *Expenditure Per Student,
Students, Graduate Students, Higher Education, Institutional
*Instructional Student Costs, Recordkeeping, Research
Standards, *State Universities, Undergraduate Students
*Full Time Equivalent Students, *Montana State University
onducted to provide general information on instructional
versities similar to Montana State is presented in an effort
te difficulties involved in comparing costs among different
. A sample of six comparable financial reports from Rocky
a universities were collected. Figures are provided for the
ions (not identified by school) including: Idaho State
New Mexico State University; North Dakota State University;
State University; University of New Mexico; and University
Although detailed financial reports were received, only
y half of the collected data could be reconciled into a
t. It is suggested that two major problems exist for this
udy. First, the press for standard intrastate reporting
ss general types of institutions seems to preclude standard
eporting procedures for a specific type of institution.
gnificant differences exist in the definition of student
and the calculation of full time equivalent enrollment.

HE 011 493

hen R.
| Support Costs Related to Faculty Salary Costs. Report No.

e Univ., Bozeman.
79

merical/Quantitative Data (110) - Reports - Research (143)
MF01/PC01 Plus Postage.
Accounting, *Budgeting, College Faculty, Comparative
Comparative Statistics, Cost Effectiveness, *Costs,
l Economics, Educational Finance, Enrollment Trends,
e Per Student, Expenditures, Higher Education, Institutional
*Instructional Student Costs, *Noninstructional Student
laries, *State Universities
*Montana State University, Student Support Services
salary (instructional support) costs for Montana State
MSU) are examined with specific reference to the adequacy of
nt nonfaculty salary allowance for other costs. Two concepts
; nonfaculty salary expenses within the instruction program
ructional support costs) and both direct support costs as
rect costs (total instructional support costs). Figures from
ports for 1968 through 1978 of MSU for both direct and

ts are provided as well as figures from four other
niversities. Direct instructional support costs at MSU vary
nd 55 percent of faculty salaries. The total institutional
; averaged about 125 percent of faculty salaries. It is
at there is a need to provide more faculty salaries to meet
rollment. It is emphasized that support costs that are not
al to the added faculty salaries cannot sustain MSU
at its current level of operation. Appended are: financial
or MSU; and direct instructional support costs for FY 1976
North Dakota State University, South Dakota State
New Mexico State University, and University of New Mexico.

HE 011 500

y Discrimination Act of 1978 and Its Impact on Educational
s.
of American Colleges, Washington, D.C. Project on the Status
ion of Women.
79

m-Project on the Status and Education of Women, Association
n Colleges, 1818 R Street, N.W., Washington, D.C. 20009
ies free)
gal/Legislative/Regulatory Materials (090)
MF01/PC01 Plus Postage.
Abortions, Civil Rights Legislation, Compliance (Legal),
ine, *Employer Employee Relationship, *Employment
Equal Opportunities (Jobs), Equal Protection, *Federal
n, *Females, Feminism, Insurance Programs, Job Layoff, Leave
Personnel Policy, *Pregnancy, Promotion (Occupational),
Sex Discrimination, *Sex Fairness, Supreme Court Litigation
*Pregnancy Discrimination Act 1978
ncy Discrimination Act of 1978 which amends Title VII of the
Act of 1964 and its impact on educational institutions are
he Act prohibits discrimination against women employees
regnancy, childbirth, or related medical conditions. It
g, promotion, firing, and seniority rights as well as fringe
h as sick leave and health insurance. A summary of
for institutional compliance with the act includes a
the basic requirements of the Act and its effective date;
nefits; abortion coverage; pregnancy leave; impact on
ouses, and dependents; and how the Act will be enforced. A
Act is appended. (SF)

rles P. And Others
of Personalized Instruction and Lecture/Discussion Courses
al Engineering with Self-Selection of Treatment.
79
per presented at the American Educational Research
meeting (San Francisco, California, April 8-10, 1979)
orts - Research (143) - Speeches/Meeting Papers (150)
MF01/PC01 Plus Postage.
Academic Achievement, College Students, Comparative
onventional Instruction, Discussion (Teaching Technique),
Education, Higher Education, *Individualized Instruction,
al Research, *Instructional Innovation, Lecture,
Satisfaction, *Selection, Student Characteristics,
inion, *Teaching Methods, Tests, Undergraduate Students
rexel University PA, Electrical Engineering

of student instructional preference on performance in an
ourse offered both by Personalized Instruction (PSI) and
ssion methods were explored in a study of 113 university
d juniors. In lieu of random assignment to instruction
udy employed self-selection, the most common situation in
ion. The predictive validity of the Friedman-Stritter
Preference Questionnaire (IPQ) was also examined. The
stions were addressed: (1) Can modality choice be
) Are there differences in final examination performance by
treatment group? (3) Do students whose choice of
modality matches their instructional preference
uperior final examination performance? and (4) Are students
d to self-selected modality more likely to complete the
ecture students showed superior performance over the PSI
common final exam. It is suggested that previously
ficial effects of PSI may diminish under conditions of free
e. The attitudinal measure of instructional preference was
predictor of modality choice. The IPQ appears to be a
or educational planners and administrators in formulating
f modality choice patterns. No evidence was found to
students placed by instructional preference pacing score
ically outperform students placed by self-selection.
ding course completion rates were inconclusive. (SF)

HE 011 534

lan A.
onse to a Review of Procedures & Policies Governing
, Promotion & Tenure in New England Institutions of Higher

eacher Corps Network, Portsmouth, N.H.
79

m-New England Teacher Corps Network, P.O. Box 1065,
NH 03801
nion Papers (120)
MF01/PC01 Plus Postage.
rbitration, *College Faculty, Efficiency, Evaluation
Faculty College Relationship, *Faculty Evaluation, *Faculty
Higher Education, *Performance Contracts, Personnel Policy,
n Force, Standards, Teacher Dismissal, *Tenure
and documents concerning the criteria and standards used
romotion, retention, and tenure in member institutions were
the Deans' Council of the New England Teacher Corps
response presented in this publication is made in the form
the faculty senate, from the dean of a college of
is concluded that as more uniformity in policies, more
statements of criteria and standards, and more regulation
are sought, there will be a gain in an important efficiency
institutional definitions of fairness. However, there is a
sk of diminished adaptiveness. In the extreme, both
seen as damaging, and are cautioned against. It is
t a Professional Equity Compact be used by institutions as
uity in faculty personnel matters. Such a formal document
nd would contain a statement of rights, responsibilities,
bligations, objectives, focused interests, and whatever
ts are thought to be important to the individual and the
or evaluation purposes for a specific period of time. (MSE)

HE 011 536

an, Comp. Krauth, Barbara, Comp.

Doctoral-Level Education in the West: A Statistical
port 79-2. Project on Expanding Regional Cooperation in
d Professional Education.

state Commission for Higher Education, Boulder, Colo.
Carnegie Corp. of New York, N.Y.
79
pendix I will not reproduce well due to small print
m-Western Interstate Commission for Higher Education, P.O.
oulder, Colorado 80302
erical/Quantitative Data (110) -- Reports - Research (143)
MF01/PC02 Plus Postage.
Doctoral Degrees, *Doctoral Programs, Educational Demand,
Trends, Females, *Geographic Distribution, *Geographic
aduate Students, *Graduate Study, Higher Education,
al Characteristics, Intellectual Disciplines, Males, State
end Analysis
United States (West)

on of doctoral education in the western United States is
anges that have occurred in the number and type of
conferring the doctorate degree and in the number of
rred in each field of study are documented. The number of
rees, percentage increase over the previous period, and
r the west are tabulated for doctoral production from three
aphical areas and the entire United States for the years
Doctorate output in the west, by census region, for
periods, and by field and sex of recipients are also
increase in doctorate production in the western region of
oted. The number of western universities conferring the
ree increased from four in 1920 to approximately 60 by
uggested that this type of information will provide a
nderstanding and evaluating both the widely-reported
doctorates and the relative decline in governmental
raduate study and research. (SF)

HE 011 538

a C. Welsh, David

lleges and University Instructional Practices, 1954-1979.

pendix C and Appendix L may not reproduce well due to
gibility of original ; Best copy available
orts - Research (143) - Tests/Questionnaires (160)
MF01 Plus Postage. PC Not Available from EDRS.
College Faculty, Comparative Analysis, Departments,
l Change, Educational Improvement, Educational Technology,
kload, *Grading, Higher Education, Historical Reviews,
al Characteristics, *Instructional Improvement, Standards,
Analysis, Student Characteristics, *Teaching Methods

ional methods survey of full-time faculty at five
lleges and universities was conducted during the fall of
fort to provide both a description of current instructional
an historical perspective on their development over the
century. The survey consists of a list of 42 method items
ching methods, standards for evaluation of student
and 15 types of tasks. Results concerning methods of
grading used by approximately 1,000 faculty are discussed
t of institutional and disciplinary perspectives and are
he results of a similar survey of midwestern and
institutions published in 1954. Results indicate that
size is not related to the rank order or frequency of use
ent teaching and grading methods. However, disciplinary
as moderately influential on order and frequency of use of
practices. Discipline-associated trends involving the
education faculty are discussed. Relationships between
ods and evaluation standards are also described. The most
ed teaching methods in the current survey were similar to
ed in the results of the 1954 survey. A comparative
esults from these two surveys is included. The survey
results and questionnaire are appended. (SF)

ED 174 135 HE 011 539

Lutz, Frank W.

The Governance Implications of Deanship Selection: And Other Selected Thoughts on the Process.

Spons Agency-Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date-Apr 79
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, College Administration, *College Deans, *College Governing Councils, *Committees, Comparative Analysis, Formative Evaluation, *Governance, Higher Education, Models, *Personnel Selection, *Politics

The dean selection process and its relationship to the political process of governance in higher education institutions are discussed. Data were collected from 31 institutions that were in the process of selecting a dean. Questionnaires were sent to selection committee chairpersons and members, and to the deans who were eventually selected. A model developed by Bailey (1965) for describing, analyzing, and predicting selection committee behavior was used for this study of search and screening committees. A discussion of the two types of councils included in Bailey's model elite and arena is presented. Analysis of the data indicates that the search and screening committees should be considered elite councils. None of the data indicate that there was an effort by individual committee members to represent any segment of the faculty, nor did students appear to have much influence on the selection process. Only a very small percentage of committee members were members of central administrations. The committees appeared to be acting as trustees for the university community as a whole and not as a group of delegates for separate factions. It is concluded that this decision-making process is elite in nature. Implications and other conclusions based on data concerning committee composition, the screening and selection process, and affirmative action are included. (SF)

ED 174 136 HE 011 540

Lutz, Frank W. Dow, Teri Goodall

National Departmental Recognition and Critical Mass.

Pub Date-Apr 79
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, Departments, Doctoral Degrees, *Doctoral Programs, Educational Administration, Educational Anthropology, Educational Economics, *Educational Quality, Enrollment Rate, Graduate Professors, *Graduate Study, Higher Education, *Professional Recognition, Programs, Status

The issue of national recognition for graduate academic departments is discussed with specific reference to educational administration programs. A sample of 47 educational administration departments that hold membership in the University Council for Educational Administration were surveyed. A conceptual approach based on anthropological studies was employed to determine which programs were accorded national recognition and why, and how important this recognition was considered to be. Variables investigated to determine the top ten educational administration programs included: publications, distinguished faculty members, enrollment, number of courses taught, number of full-time faculty, number of masters students, number of doctoral students in residence, department emphasis, faculty salary range, and total number of doctoral students. The importance of distinguished faculty members in attracting national recognition to a program is emphasized. While it is suggested that national recognition may not guarantee a profitmaking program, it does appear to be worth the financial investment required. Appended are the survey model and tabulated results. (SF)

ED 174 137 HE 011 542

Nowak, Mary Jane

Suggested Guidelines for Admission to Undergraduate Social Work Programs: Planning for the 80's.

Pub Date-79
Note-20p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards, *Admission (School), Admission Criteria, *College Students, Competitive Selection, Departments, *Educational Quality, Employment Opportunities, Higher Education, Labor Supply, Occupational Choice, Open Enrollment, *Professional Education, *Social Work, *Undergraduate Study

Identifiers-Position Papers

Guidelines for the selection of students to undergraduate social work education programs are suggested in light of the growing recognition of the baccalaureate degree as the first professional degree in social work. The criteria for the selection of students to these programs has become more significant since their accreditation by the Council on Social Work Education in 1974. The history, implementation, and consequences of both open and selective admissions are examined. Four arguments in support of selective admissions policies for undergraduate social work programs are presented. It is suggested that selective admission is needed: (1) to maintain professional quality; (2) to provide an improved learning environment; (3) to facilitate career decisionmaking; and (4) to prevent an overflow of graduates for the limited number of job opportunities in the field. Guidelines for admissions policies, the admissions process, admissions standards, and admissions tools are detailed. The guidelines are based on the assumption that the opportune time to have a student officially declare a major is at the end of the sophomore year. It is suggested that selection at this point of a student's education would not interfere with the philosophy of open admissions to a university but does support the belief that a professional program has the right to protect its public by selecting those students best qualified to enter its ranks. (SF)

Patterson, David Horowitz, Bruce

Sub Minimum Wage. Target Report No. 12.

United States Student Association, Washington, D.C.
Pub Date-78
Note-19p.
Available from-U.S. Student Association, Suite 300, 1028 Connecticut Ave., NW, Washington, D.C. 20036
Pub Type- Opinion Papers (120) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Educational Economics, *Federal Regulation, Higher Education, Income, Institutional Characteristics, Minimum Wage, Part Time Jobs, Student College Relationship, Student Employment, Student Financial Aid, *Student Needs, Student Opinion, Student Publications, *Wages, *Work Study Programs
Identifiers-Position Papers

The issue of subminimum wages for full-time students who are working part-time is discussed in this publication of the National Student Association. It is suggested that large corporations and institutions of higher education are benefiting from these low wages, while students trying to finance their education during a time of growing inflation are suffering. According to the Department of Labor records, over 624,037 students were paid subminimum wages in FY 1976. Over 1,300 higher education institutions paid subminimum wages to 481,195 of these students. Federal regulations pertaining to subminimum wages are discussed. Seven steps for student action to eliminate subminimum wages are detailed. A list of regional Wage and Hour Division Offices of the Department of Labor is included as well as a list of institutions that have applied for college Work Study Subminimum Wage waivers. The text of Subpart B of the code of Federal Regulations pertaining to subminimum wages at institutions of higher education is also included. (SF)

ED 174 130 HE 011 545

Tamura, Don

Prop. 13 Tax Revolt. Target Report No. 13.

United States Student Association, Washington, D.C.
Pub Date-78
Note-13p.
Available from-U.S. Student Association, Suite 300, 1028 Connecticut Ave., NW, Washington, D.C. 20036.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgeting, *College Students, Educational Finance, *Finance Reform, Higher Education, *Property Taxes, State Colleges, *State Legislation, Student Opinion, Student Publications, Tax Allocation, Tax Effort, *Tax Rates
Identifiers-Position Papers, *Proposition 13 (California 1978)

Proposition 13 (Jarvis-Gann Initiative) and its impact on higher education and students are analyzed in this report prepared by the National Student Association. The initiative, passed in California in 1978, fixed property taxes at one percent and allowed the level to rise by two percent annually. It is suggested, however, that the beneficiaries of Proposition 13 are businesses and large property owners. The poor, elderly, handicapped, and government workers will feel the burden of diminishing local services and employment. The effects of this legislation on students include: curtailment of academic programs, high rent and utility fees, tuition increases, and loss of city and county jobs. A series of questions and answers on Proposition 13 and its impact, alternative tax relief measures, and long-range prospects are presented. Comparable action that has been taken in other states is also discussed. (SF)

ED 174 140 HE 011 546

Charland, William A., Jr.

A New Look at Lifelong Learning. Union Press Monograph III.

Spons Agency-Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.
Pub Date-Mar 7[illegible]
Note-7p.; Document may not reproduce well due to marginal legibility
Available from-The Union for Experimenting Colleges and Universities, 2331 Victory Parkway, Cincinnati, Ohio 45206
Pub Type- Opinion Papers (120) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Characteristics, Adult Development, *Adult Education, Adult Education Programs, *Adult Learning, Adult Students, Cognitive Style, *Continuous Learning, Learning Theories, Nonformal Education, Nontraditional Students, *Socialization
Identifiers-*Nontraditional Education

Patterns of adult development and the role of educational programs to facilitate growth throughout adult life are discussed. The importance of understanding the life-cycle through various concepts of time, socialization, and social rules is emphasized. A review of the literature and past studies on stages of adult development is presented. It is suggested that socialization and growth in personal identity are of great importance to adult education. Adult educators must be sensitive to the needs and expectations of the learners. The difficulty an adult student may have in adjusting to new methods of learning must also be considered and opportunities to explore and practice with self-initiated learning should be provided. Individual resources that will allow the adult student to learn and experience personal growth are examined. The adult educator may be the most important resource for adults, and they must be able to understand the transitions of adulthood, and explore new methods of fostering growth. (SF)

ED 174 141 HE 011 547

Albers, James R. Burns, James A.
Enrollment Management Study: Five Scenarios.
Western Washington Univ., Bellingham. Office of Institutional Research.
Pub Date-May 79
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission (School, Campus Planning, *College Planning, Demography, Educational Demand, Educational Economics, Educational Supply, *Enrollment Projections, *Enrollment Rate, Expenditures, *Facility Planning, *Futures (of Society), Higher Education, Institutional Characteristics, Predictor Variables, Program Planning, State Universities, Statewide Planning, Student Financial Aid, Trend Analysis
Identifiers-*Western Washington University

The effect of enrollment level changes on the long-range future of Western Washington University are investigated. Due to the high rate of Washington state in-migration, declining enrollments are not projected for Western Washington University. The impact of managed enrollment goals was examined to help the university determine the most appropriate enrollment level. Data from a sociopolitical survey of faculty and administration were used to compile five possible scenarios of development for the university. Significant trends that were identified by the survey and used in the development of the models include: rate of technological change; development of new energy sources; percentage of women entering the workforce; Washington state in-migration; frequency of midcareer job changes, competition to attract students, and competition among institutions for financial resources. The models are based on five different enrollment levels: 8,000; 10,000; 12,000; 15,000; and an unregulated level (projected at 11,100). The eight areas of data in each model, based on three-year averages, include: operating budget, student credit hours, full-time equivalent faculty, administrative exempt positions, classified staff positions, dormitory occupancy, library acquisition funds, and facilities. The five models discuss possible program impacts related to enrollment increases or decreases. An estimate of the amount and rate of growth or decline of those programs most likely to be affected by enrollment changes is included. The implications of managed enrollment goals for the admissions process and the quality of education are also discussed. The importance of planning for change and redistribution of resources is emphasized. (SF)

ED 174 142 HE 011 548

Anderson, Duane D. And Others

Enrollment in Post Secondary Education in Iowa: Prospects and Potential Problems for the Period 1977 to 1990.

Spons Agency-Iowa State Legislature, Des Moines.
Pub Date-78
Note-46p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education, Cohort Analysis, Community Colleges, *Computer Programs, Demography, *Enrollment Projections, *Enrollment Rate, Futures (of Society), Higher Education, Institutional Characteristics, Junior Colleges, Models, Predictor Variables, Private Colleges, State Colleges, *State Surveys, Statewide Planning, Student Characteristics, Universities
Identifiers-*Iowa

The third in a series of six reports on higher education in Iowa, this document presents enrollment projections for Iowa postsecondary education institutions from 1978 through 1986. Data were collected from the regents universities, independent colleges, and area colleges throughout the state. A computerized nonprescriptive projection model was used allowing manipulation of variables, parameters, and assumptions so the effects of each variable could be investigated. Definitions and thirteen assumptions on which the projections and models are based are described. Tabulated data and graphs provide enrollment projections by sex, type of institution, year, student status, and general field of study. Projections for university enrollment suggest that enrollment will rise at the master's degree level, and will decrease in certain disciplines at the doctoral level. It is projected that independent colleges will provide approximately one-third of all undergraduates in the state. It is suggested that the area colleges will experience an enrollment increase due to the popularity of career education programs; however, rising costs may limit the peak enrollment figure. The procedure for using the computer program and the model to determine enrollment projections is explained. (SF)

Kafka, Gene F.

Developing Positive Attitudes of Collescents: Nebraska Looks at the Learning Process in Higher Education.

Pub Date-79
Note-11p.; Paper presented at the conference on Improving University Teaching (London, England, July, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, *Educational Improvement, Educational Quality, Emotional Development, Higher Education, Interpersonal Relationship, *Learning, Personality Development, Self Concept, *Student Characteristics, Student Experience, *Student Teacher Relationship, Teacher Influence

The importance of introspection as a method of learning for the college student (collescent) is examined. The roles and expectations of the teacher and the collescent in the teacher-learner dyad'' are also discussed. It is suggested that a higher level of learning in American colleges is possible through the process of introspection. The responsibility for the learning process is viewed as the student's job. Since the total learning process is dependent on feelings and attitudes it is suggested that through introspection the student should: (1) develop competence; (2) manage emotions; (3) work towards freeing interpersonal relationships; (4) develop purpose; (5) develop integrity; (6) develop identity; and (7) develop autonomy. The importance of a healthy self-image and self-confidence for successful learning is emphasized. The Zeigarnik effect of learning (incomplete tasks raise the learning quotient) and the Socratic method are presented as two ways of increasing the level of sophistication in American institutions of higher education. (Author/SF)

ED 174 144 HE 011 550

Betts, Francis M., III

The Assessment of Administrative Performance in Colleges and Universities.

Pub Date- 79

Note-16p.; Figure III, page 7 (Wellesley Public Schools, Unit B Personnel Grid for Indicators of Performance) may not reproduce well due to marginal legibility of original

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Personnel, *Administrator Evaluation, *College Administration, Educational Accountability, Evaluation Criteria, *Evaluation Methods, Higher Education, *Management by Objectives, Peer Evaluation, Performance Criteria, Personnel Evaluation, Student Evaluation of Teacher Performance

An evaluative approach for assessing the performance of administrators is presented. The process includes a peer and client review process, traditional review by superiors, and some aspects of management by objectives (MBO). Nine steps for implementing the evaluation program are outlined. A flow chart explaining traditional (superior-subordinate) evaluation following the MBO model is presented and modifications that integrate other approaches are explained. It is suggested that administrator evaluation be treated as an ongoing process of generating management information that can be used to improve organizational performance. A continuous flow of administrative performance, feedback, goal setting, validation of goals, and evaluation is recommended and illustrated. (Author/SF)

ED 174 145 HE 011 551

Beeler, Kent D.

College Students of the 1950s and 1970s: Parallels of Two Generations.

Pub Date-Nov 78

Note-16p.; Paper presented at the State Convention of Michigan Personnel and Guidance Association (Detroit, Michigan, November 5-7, 1978)

Pub Type- Opinion Papers (120) - Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Activism, American History, *College Students, Higher Education, Institutional Characteristics, Life Style, *Personal Values, Political Attitudes, *Social History, *Sociocultural Patterns, *Student Attitudes, Student Behavior, *Student Characteristics, Student College Relationship, Trend Analysis

Parallels found between college students of the 1950s and 1970s are discussed with specific reference to campus lifestyles and events, academics, politics, and religion/morality. The comparisons are based on the author's personal experiences as a student at a state university during the 1950s and as a student personnel educator in the 1970s. Historical parallels between the two eras include: involvement in a war with no victory (Korea and Vietnam), economic recessions, transition of a nonelected president, and populist politics. Students' increased concern with grades and marketable skills in the 1970s is also comparable to similar student concerns of the 1950s. It is suggested that today students are once again concerned with getting decent grades and finding a job in a tight marketplace. The renewed popularity of fraternities and sororities and an increased use of alcohol by students are also viewed as reflections of the 1950s. Other similarities that are discussed include: the reappearance of campus-wide events, a return to serious academics, the quieting of the campus, and a renewed religious evangelism. While there is a clear historical tradition of student lifestyles and subcultures, each campus is shaped by distinctive sociological and cultural factors. It is concluded that college students in the 1970s are concerned and compassionate, however, they are also self-centered. The result is that the current campus generation is viewed not as a collective, but as a collection of individual needs, aspirations, and voices. (Author/SF)

ED 174 146 HE 011 552

State Policy and Postsecondary Education: The Relationship of the Independent and Public Sectors.

Education Commission of the States, Denver, Colo.; Florida State Dept. of Education, Tallahassee.; Florida State Postsecondary Education Commission.
Spons Agency-Education Commission of the States, Denver, Colo.
Pub Date-78
Note-120p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Planning, Conferences, Educational Demand, Educational Economics, Educational Supply, Financial Support, Higher Education, Needs Assessment, *Private Colleges, *Public Policy, Resource Allocations, *State Aid, State Programs, State Schools, *Statewide Planning
Identifiers-*Florida

The relationship between the public and independent sector of higher education in Florida is examined in this conference publication. The problems and issues involved in formulating state policy with respect to postsecondary education in Florida are examined. An overview of policy positions of other states is presented as well as an assessment of the present and prospective status of postsecondary education in Florida, a discussion of the possible components to be included in a policy statement, and an assessment of the legal and fiscal realities implicit in the adoption of a policy statement. Section I of the report provides a conference overview and two papers: The Issues'' (Senator David L. Boren) and State Policies and Programmatic Implementation'' (Richard W. Jonsen). Section II contains presentations on the policies of selected states towards independent higher education including: Pennsylvania'' (Edward McGuire), Illinois'' (Joseph D. Boyd), and California'' (Morgan Odell). A discussion of the policy issues facing the federal government in this area is presented in Section III by John D. Phillips in a paper entitled Policy Issues, The Federal Government, and Diversity.'' Section IV of the report is a summary of the total meeting and includes the conference program, the membership of the Florida Postsecondary Education Commission, and a list of the conference participants. (SF)

ED 174 147 HE 011 568

Johnson, Richard R.

Innovation and Influence Among American Colleges and Universities.

Pub Date-10 Apr 79

Note-26p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Paper prepared at the Exxon Education Foundation, New York

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Colleges, Community Colleges, *Educational Innovation, Evaluation Criteria, *Higher Education, Junior Colleges, *Leadership, National Surveys, Peer Evaluation, Power Structure, Private Colleges, Professional Recognition, *Program Evaluation, *Rating Scales, *Status, Universities

Identifiers-*Institutional Image

A survey carried out to test the reliability of college and university ranking methods is reported. A questionnaire sent to all college and university deans in the United States asked for the names and ratings of five institutions felt to be: (1) influential in the present structure of the respondent's institution; (2) most useful if consulted for assistance in program development; (3) most influential, nationally, on educational programs of other institutions; (4) most like the respondent's institution; (5) most innovative in their programs; and (6) most widely-reputed for their innovation. A significant result was that no single group of institutions was referred to by all respondents or having to do with all questions. The concentration on a small cluster of highly-rated institutions was most pronounced among doctoral-granting universities. State, regional, sector (public or private), and institution-type (two-year, liberal arts, comprehensive, or doctoral) loyalties are examined. While the dataset was not large, and the sampling technique used was not the best, the survey's results call into question what appear to be widely-held assumptions about the ranking of institutions. The data suggest that ``leadership'' among institutions is not unitary; an institution that leads in prestige or scholarship may not necessarily lead in educational innovation or strongly influence other institutions in this same area. (Author/MSE)

Perspectives in Higher Education: Background Papers on Governmental and Economic Affairs.

Arkansas Univ., Little Rock.
Pub Date-78
Note-44p.; Contains some small print
Available from-University of Arkansas, Little Rock, AR 72204
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Economic Factors, *Educational Finance, *Federal Aid, *Federal Legislation, Federal Regulation, *Financial Support, Fiscal Capacity, *Government School Relationship, Higher Education, Local Government, Southern States, State Government, Tax Effort
Identifiers-*Arkansas

Three papers are presented from a conference on governmental and economic affairs held at the University of Arkansas at Little Rock. In Federal Legislation and Higher Education,'' John P. Mallan pointed out that the major portion of funds is channeled through student aid programs, and research and development funds are concentrated in a few institutions. Proposals for accessibility to federal research funds are presented, and federal regulations for which the Federal Government pays no implementation costs are discussed. In Financing Post Secondary Education: Expenditure Priorities and Tax Effort and Ability of State and Local Governments,'' Kenneth E. Quindry recommended that tuition and fee support be stabilized as to relative share and that such support be equalized according to ability to pay. Criteria for optimum tax systems are presented and related to current taxation with the southern region. Southern Regional Education Board studies of state and local tax ability and tax effort are discussed. In Population, Occupational and Economic Factors Related to Higher Education,'' Forrest H. Pollard describes demographics of population growth and migration. Population groups, enrollment patterns, education attainment, occupational employment, and per capita income for the state of Arkansas, for Pulaski and adjacent counties, and Little Rock-North Little Rock Standard Metropolitan Statistical Area are presented. (SW)

ED 174 149 HE 011 593

Continuing Education Activities of the University of British Columbia, 1977/1978.

British Columbia Univ., Vancouver.
Pub Date- 79
Note-52p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Anthropology, Botany, Business Administration, College Cooperation, College Credits, Credit Courses, Cultural Activities, Education Courses, Extension Education, *External Degree Programs, Fine Arts, Foreign Countries, Higher Education, *Independent Study, Noncredit Courses, *Professional Development, Public Education, Social Work
Identifiers-*Nontraditional Education, *University of British Columbia (Canada)

The 1977-78 annual report on continuing education activities of the University of British Columbia is presented. The provision of continuing education by the university is decentralized. Several administrative units are responsible for credit and noncredit, general and professional continuing education, and professional development. The following program divisions are involved: extra-sessional studies, continuing education, continuing education in the health sciences, education, commerce and business administration, and social work. Activities of the major administrative units are presented. Additionally, other units of the university, among these the botanical garden, the museum of anthropology, the music department, and the theatre department, provide continuing education opportunities through lectures, demonstrations, exhibits, film showings, concerts, recitals, and readings. Free public seminars and lectures are organized by a number of academic departments and institutes, and public services such as the food information service are provided to the public. Province-wide continuing education services and the university's speakers bureau are also described. (SW)

ED 174 150 HE 011 594

Dashiell, Dick

Report on the 65th Annual Meeting of the American Association of University Professors.

National Education Association, Washington, D.C.

Pub Date-9 Jun 79

Note-16p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, Faculty College Relationship, *Faculty Organizations, Higher Education, Trend Analysis, Union Members, *Unions

Identifiers-*American Association of University Professors

A report on the 1979 annual meeting of the American Association of University Professors (AAUP) is presented. Data are presented on active membership, six states that increased membership, and total membership. Active membership has decreased for the year ending January 1, 1979 and has decreased since 1972. A two-year program was initiated to enroll new members for one dollar a year. Annual dues based on salary are listed, and information is presented on the decline in salaries and fringe benefits of university professors. It is projected that California State College and University system will elect collective bargaining in the next year. The AAUP is also supporting the fauclty associations at t[illegible] University of California at Berkeley and the University of Californ[illegible] at Los Angeles. A number of other campaigns are noted, and developments during 1978-79 are noted. Four-year and two-year institutions that have elected the AAUP as bargaining agent are listed. Financial information and viewpoints on specific issues such as tuition tax credits are presented. (SW)

ED 174 151 HE 011 597

Epstein, Joyce L.

An Opportunity Structures Model for Postdoctoral Programs in Educational Research.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-JHU-CSSOS-272

Pub Date-Mar 79

Grant-NIE-G-77-0026; Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Opportunities, *Educational Research, *Fellowships, *Females, Higher Education, Interprofessional Relationship, *Minority Groups, *Models, *Post Doctoral Education, Productivity, Research Opportunities, Student Recruitment, Womens Education

Identifiers-Johns Hopkins University MD

A model is described for a postdoctoral program based on the structuralist concept that opportunities must be made available by institutions and understood and experienced by participants. The elements of the model incorporate three aspects of an opportunity structure: opportunity for transition, which depends on the size of the program and the status of participants; opportunity for productivity, which depends on the extensiveness of on-going research, financial support and research services; and opportunity for association, which depends on professional exchanges conducted at and beyond the sponsoring institution. It is suggested that postdoctoral programs based on this model will result in the most immediate increase of minorities and women in leadership positions in educational research and development. The Fellowships in Educational Research Program of Johns Hopkins University is described as a working example of the model. Appendices include a list of standard and some seldom used avenues for recruitment to postdoctoral programs in sociology, especially for recruitment of minority researchers. (Author/SW)

ED 174 152 HE 011 600

Hansen, Evelyn Unes And Others

A Credit and Grade Point Analysis of Transcripts of Graduates of Individualized Baccalaureate Degree Programs in the General College, University of Minnesota. General College Studies, Volume XV, Number 4.

Minnesota Univ., Minneapolis. General Coll.

Pub Date-May 79

Note-20p.; Not available in paper copy due to marginal legibility of original document

Available from-University of Minnesota, The General College, 106 Nicholson Hall, 216 Pillsbury Drive, S.E., Minneapolis, MN 55455

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bachelors Degrees, *College Credits, Departments, Equivalency Tests, Experiential Learning, Grade Point Average, Higher Education, *Individualized Programs, *Institutional Research, Student Evaluation, *Undergraduate Students

Identifiers-*University of Minnesota

The fourth part of a 1977-78 comprehensive study of the individualized baccalaureate degree program of the General College of the University of Minnesota is reported. Using transcripts and other records, students' progress prior to and after admission to the program was studied, and the kinds and amounts of credit granted by the college were examined. The following questions were investigated: how much vo-tech and experiential credit and credit by examination was awarded, and to what percentages of students? How much study do students complete in the General College and in other colleges of the university prior to admission to baccalaureate programs? Does admission to baccalaureate programs result in an increase in the number of credits earned in the General College? What portion of study in their core program do students take in the General College? How many credits of internship, individual study, and specialty courses do students take, and at what points in their progress toward degree? What changes, if any, occur in students' numeric point average before and after students' admission to the baccalaureate programs? (SW)

ED 174 153 HE 011 603

Coldren, Sharon L., Ed.

Financial Measures Project: Measuring Financial Conditions of Colleges and Universities, 1978 Working Conference.

American Council on Education, Washington, D.C.

Spons Agency-National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-20 Oct 78

Note-170p.; Document prepared by the Economics and Finance Unit; Contains some small print

Available from-American Council on Education, One Dupont Circle, Washington, DC 20036

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Data Analysis, Data Bases, *Economic Research, Economic Status, *Educational Finance, *Financial Support, Fiscal Capacity, Higher Education, *Institutional Evaluation, Private Colleges, *Research Methodology

Identifiers-*Higher Education General Information Survey, New York

Papers are presented from a 1978 working conference on measuring financial conditions of colleges and universities. Contents include the following: The Federal Government's Interest in the Development of Financial Measures'' by M. Chandler; Improving the Conceptual Framework for Measuring Financial Condition Using Institutional Management Data'' by H. H. Jenny; A Multivariate Approach to the Analysis of Institutional Financial Condition'' by D. J. Collier; Using HEGIS Data for Aggregate Analyses of Financial Conditions'' by P. Mertins; Monitoring the Financial Status of Independent Institutions in New York State'' by P. Wing and N. A. Mercer; Higher Education Financing in the Fifty States: Interstate Comparisons'' by K. Halstead and M. McCoy; Data and Ratios Used to Analyze the Financial Condition of Independent Colleges and Universities in Pennsylvania'' by J. Minter; Building an Accurate Financial Data Base'' by C. A. Conger; A Validity Check on the HEGIS Finance Data'' by C. Patrick and D. J. Collier; Comments on Methodological and Statistical Problems Present in Financial Measures Analyses'' by A. J. Stenner; Financial Analysis: The First Steps'' by N. Dickmeyer; Costing, Concepts, Methodologies, and Uses'' by D. I. Carter; and The Potential of a Shared Modeling System for Measurement of Comparative Financial Condition'' by D. A. Updegrove. (SW)

ED 174 154 HE 011 604

Higher Education Faculty: Characteristics and Opinions. NEA Research Memo.

National Education Association, Washington, D.C.
Pub Date-Jun 79
Note-20p.
Available from-National Education Association, 1201 16th St., N.W., Washington, DC 20036 (NEA members, $1.50, stock number 1666-1-00; nonmembers $3.25, stock number 1666-1-10)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Faculty, Employment Practices, Faculty Advisors, *Faculty College Relationship, Faculty Development, Faculty Promotion, Faculty Workload, Financial Support, Higher Education, National Surveys, Part Time Teachers, *Personnel Policy, Policy Formation, Salary Differentials, State Government, Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Characteristics, Teacher Morale, Teacher Salaries, Work Experience

In spring 1978 National Education Association Research surveyed a national sample of college faculty to obtain estimates of their professional activities, working conditions, characteristics, and opinions. The findings reported here are based on responses from 803 faculty members, or 56.2 of those sampled. Among the findings: the median age of faculty is 43 years; 60.7 percent of faculty have doctorates; 37.5 percent have elementary or secondary teaching experience; the median work time is 50 hours per week in a 39-week work year; the median teaching load is 12 class hours per week with 80 students, and includes counseling responsibilities for 20 undergraduates and 5 graduate students; 27.6 percent report fairly low or very low morale; 50.9 percent believe morale to be declining; 26.1 percent see important constraints in effect on personal academic freedom; over two-thirds see a need for improvement of due process procedures at their institutions; and 80.2 percent are concerned about the number of part-time faculty members currently in higher education. Areas in which faculty voice a need for improvement include: communication of faculty concerns to legislatures, boards of directors, and institutional administrators; information about salaries paid to other faculty in the same institution; assistance in handling complaints with local administration; faculty representation in policymaking; institutional policies for faculty employment practices; salary levels and equity; and institutional financial support for faculty development. (Author/MSE)

ED 174 155 HE 011 605

Wishart, Patricia Rossmann, Jack

Career Patterns, Employment and Earnings of Graduates of 11 ACM Colleges.

Associated Colleges of the Midwest, Chicago, Ill.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-19 Dec 77
Grant-G007503559
Note-196p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*College Graduates, *Education Work Relationship, *Employment Opportunities, *Graduate Study, *Graduate Surveys, Higher Education, Liberal Arts, Private Colleges, *Vocational Followup
Identifiers-Associated Colleges of the Midwest

A study was conducted of 11 private liberal arts colleges, all members of the Associated Colleges of the Midwest, to relate the career experiences of four graduating classes to their college experiences. The study was conducted as part of the National Project 1, Better Information for Student Choice, supported by the Fund for the Improvement of Postsecondary Education. Answers were sought to the following questions: how many liberal arts graduates are employed and unemployed, how many have gone on to graduate or professional schools, who their employers are, the kinds of work they do, and how they feel about their college experience in relation to their employment. Questionnaires were sent to approximately 3,000 1975 graduates and 3,000 others from among the graduates of 1970, 1965, and 1960. Rates of return were 61 percent for the 1975 graduates and 51 percent for the others. Findings are presented in three sections: for those who moved directly into full-time employment, those who entered graduate or professional school directly after college, and the graduates as a whole. Sample questionnaires are included. (SW)

ED 174 156 HE 011 606

Matlock, John Humphries, Frederick S.

Institutional Resource Requirements, Management, and Accountability.

Pub Date-29 Apr 79

Note-30p.; Paper presented at the National Association for Equal Opportunity in Higher Education Conference on the Status of Blacks in Higher Education (4th, Washington, DC, April 26-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Colleges, Budgeting, *College Administration, Cost Effectiveness, Educational Administration, Educational Finance, Higher Education, *Institutional Evaluation, *Needs Assessment, Personnel Management, *Resource Allocations

Identifiers-*Tennessee State University

A detailed resource management study was conducted at Tennessee State University, and resource management problems at other higher education institutions were identified through the exchange of data and studies. Resource requirements and management problems unique to black institutions were examined, as were the problems that arise from regional accrediting agencies and statewide coordinating bodies' attempts to compare and fund institutions as though they were the same. Methods employed by institutions to demonstrate and document accountability through the use of resource management reviews and studies were also examined. The following areas should be considered in resource management studies and reviews: classification of personnel, student support costs, distribution of clerical support, physical plant allocations, cost effectiveness in academics, space useage, equipment and travel budgeting, policy and procedure manuals, data base management, line of authority communications, management by objectives, grants administration and institutional support. Approximately 150 recommendations are offered. (SW)

ED 174 157 HE 011 608

Hogges, Ralph
The Administrator and Collective Bargaining.
Pub Date- 79
Note-23p.
Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Collective Bargaining, *College Administration, *College Faculty, *Contracts, Faculty College Relationship, Governance, Higher Education, Negotiation Agreements, Private Colleges, State Colleges, *Unions

A brief overview on collective bargaining in higher education, data illustrating the growth of collective bargaining, and practical guidelines to help univeristy administrators carry out their responsibilities in the collective bargaining context are presented. The data were obtained from the May 31, 1977 and January 9, 1978 editions of the Chronicle of Higher Education. Summary data are presented on election of bargaining agents for two-year and four-year public and private colleges. Summaries of recent contract settlements for five universities are also included. A text on faculty collective bargaining and a 1977 study on governance in institutions with faculty unions are noted. (SW)

Hogges, Ralph
The Administrator and Non-Traditional Educational Delivery Systems.
Pub Date- 79
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, College Administration, *College Students, *Delivery Systems, Educational Innovation, *External Degree Programs, Higher Education, *Nontraditional Students
Identifiers-*Nontraditional Education

Several external degree programs of institutions in the United States are described. Some of the unique factors featured in these programs are: geographically accessible learning centers, few or no residency requirements, student designated curricula, independent study programs, and work experience programs. Florida International University, the University of Alabama in Tuscoloosa, and Eagle University, Kentucky, have designed programs to meet the needs of nontraditional students. At Florida International University emphasis is on a noncampus-based view of education, assessment of past experiences, and negotiated, individual learning contracts. Some students need greater flexibility in scheduling courses, counseling, and financial assistance. Other students, with few credentials but with rich backgrounds of experience, need greater flexibility in the definition and certification of educational experience. Those individuals who are geographically remote or unable to commute to a campus, the physically handicapped, prison inmates, servicemen, and women constitute a large group of potential students. Numerous colleges that offer alternative learning arrangements and services are noted. It is proposed that considerable leadership from the college administrators is necessary to provide external degree programs to meet identified educational needs. (SW)

ED 174 158 HE 011 611

Spence, David S.

A Profile of Southern Postsecondary Education in the Mid-80s: Implications for Part-Time Enrollment Trends. Issues in Higher Education No. 14.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-79

Note-9p.

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, Black Students, *Declining Enrollment, Educational Demand, Educational Finance, *Educational Planning, *Enrollment Trends, Females, Higher Education, *Nontraditional Students, *Part Time Students, Postsecondary Education, Private Colleges, *Southern Schools, State Colleges, Trend Analysis

Trends toward part-time enrollment in postsecondary education and implications for states in the Southern Regional Education Board are discussed. It is noted that total enrollment is slowing and may be expected to begin a decline through the mid-80s, and the decline will deepen as full-time students tend to be replaced by students who study part-time. Students older than 24 years of age and women will continue to increase as a share of enrollment, and the growth of part-time study will continue largely because older students, and especially older women students, are less likely to attend full-time. Public two-year colleges and urban universities will be the main growing institutions, due to their attraction for older part-time students. The demand for new faculty will decline sharply, as large surpluses of new doctorates continue. There will be greater emphasis on clarity of institutional missions in both the public and private sectors, and statewide agencies will have increased authority to review institutional programs and budgets, as resources have to be redistributed within systems. (SW)

ED 174 160 HE 011 613

Mohrman, Kathryn, Ed. And Others
Student Outcomes. The Forum for Liberal Education.
Association of American Colleges, Washington, D.C.
Pub Date-Jun 79
Note-15p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Curriculum, College Students, *Competence, Curriculum Development, *Curriculum Evaluation, *Educational Assessment, Educational Objectives, Essays, *General Education, Higher Education, Learning Experience, Liberal Arts, Measurement Instruments, Nontraditional Students, *Performance Based Education, Self Evaluation, Student Attitudes, Student Evaluation, *Student Testing, Writing Skills
Identifiers-American College Testing Program, Brookdale Community College NJ, Council for Advancement of Experiential Learning, Educational Testing Service, Johnson State College VT, Our Lady of the Lake College TX, Piedmont Technical Institute SC, State University of New York Coll at Geneseo, State University of New York Plattsburgh

A variety of approaches to student outcomes in higher education are described and an essay on the topic is included in this bulletin. In the essay, ``The Campus as a Learning Environment,'' Douglas Heath suggests the significance of such projects for liberal education in the broadest sense. The following programs are discussed: Institutional Program Evaluation and Assessment system at Brookdale Community College, New Jersey; Competency Learning Project at Our Lady of the Lake University, Texas; Departmental Curricular Review Based on Student Outcomes project at the State University of New York at Geneseo; Writing Competency Exam project at Johnson State College, Vermont; the Self-Assessment Program at State University of New York at Plattsburgh; Competency-Based General Education Project at Piedmont Technical College, South Carolina; and five assessment services programs. The following assessment services are described: the College Outcomes Measures Project of the American College Testing Program; the Fifty College Project of the Council for the Advancement of Experiential Learning; the Undergraduate Assessment Program of the Educational Testing Service; the Comprehensive Cognitive Assessment Battery of McBer and Company; and the Outcomes Structure of National Center for Higher Education Management Systems. Resource materials on the topic are also briefly described. (SW)

ED 174 161 HE 011 614

Graduate Student Incomes in Ontario, 1977-78. Report No. 79-3.
Council of Ontario Universities, Toronto.
Pub Date-Jun 79
Note-34p.
Available from-Council of Ontario Universities, 130 St. George St Suite 8039, Toronto, Ontario M5S 2T4, Canada
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Financial Support, Foreign Countries, *Graduate Students, Higher Education, Income, *Student Financial Aid
Identifiers-*Ontario

This 1977-78 report presents data on the financial support received by full-time graduate students in each of four divisions within each Ontario university. The following information is provided: number of full-time graduate students registered; percentage of students in each income range; and contribution of each source of funds by percentage of total number of awards and by percentage of total funds involved. Appendices include a classification of disciplines by division and definitions of terms used in the study. (SW)

ED 174 162 HE 011 617

Prewitt, Sidney A.
Organizational Processes in Southeastern Universities. Research in Education. Volume 10, Number 3.
Mississippi Univ., University. Bureau of Educational Research.
Pub Date-Jun 78
Note-6p.
Available from-Bureau of Educational Research, School of Education, University of Mississippi, University, MS 38677
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Personnel, *Administrator Attitudes, *Administrator Evaluation, Administrator Qualifications, *College Administration, Higher Education, *Leadership Styles, *Southern Schools

A study was conducted to measure management styles in higher education doctoral institutions accredited by the Southern Association of Colleges and Schools as perceived by administrative employees. The survey population was the administrative employees, excluding the chief executive officer, of the 61 institutions listed by the SACS Commission on Colleges as members granting bachelor's, master's and doctor's degrees. A random sample of 614 administrative employees from 31 institutions were surveyed, and 353 usable responses were received. Respondents were compared to nonrespondents on vertical and horizontal positions within their organizations. A modified version of Likert's 'Profile of Organizational Characteristics'' was developed and used to measure the individual's perceptions of the sytle of management used at his institution. The form identified management variables in the areas of leadership, motivation, communication, interaction-influence processes, decisionmaking, goal setting, controls, and training. It provided a measure of the organization's management style as perceived by respondents on a system-1 to system-4 continuum. Most of the item means were in the system-3 (consultative) range; several other means for items occurred in the system-2 (benevolent/authoritative) range. Implications of the results are discussed. (SW)

Institutional Research: New Responses to New Demands.
North East Association for Institutional Research.
Pub Date-14 Oct 78
Note-461p.; Papers presented at the annual meeting of the North East Association for Institutional Research (5th, University Park, Pennsylvania, October 12-13, 1978)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Collective Bargaining, *College Attendance, *College Choice, College Cooperation, College Faculty, College Students, *Dropouts, Educational Accountability, Educational Demand, Enrollment Influences, Enrollment Projections, Higher Education, Information Systems, *Institutional Research, Marketing, Models, Organizational Development, Part Time Teachers, Private Colleges, *Public Relations, *Research Problems, Scholarships, School Holding Power, Statewide Planning, Student Evaluation, Student Financial Aid
Identifiers-Boston College MA, Glassboro State College NJ, Massachusetts, New York, Pennsylvania State College, Rhode Island, State University of New York, Westfield State College MA, Worcester State College MA

Papers from the 1978 conference of the North East Association for Institutional Research are presented. The theme of the conference was new responses to new demands. The conference report is divided into the following sections: five papers on planning, nine papers on marketing, five papers on communication, five papers on curricular and faculty issues, two papers on financial aid, two papers on outcome measures, and 11 papers on retention/attrition. (SW)

ED 174 164 HE 011 619

Ontario Council on University Affairs Fifth Annual Report, March 1, 1978 to February 28, 1979.

Ontario Council on University Affairs, Toronto.
Pub Date-Mar 79
Note-89p.
Available from-Ontario Council on University Affairs, 700 Bay Street, Toronto, Ontario, M5H 2T8, Canada
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Role, College Students, Educational Finance, *Educational Planning, Enrollment Rate, *Financial Support, Foreign Countries, *Government Role, *Government School Relationship, Graduate Study, *Higher Education, Scholarships, Undergraduate Study
Identifiers-*Ontario Council on University Affairs

The Ontario Council on University Affairs' fifth annual report, a document equivalent to a state's annual report on higher eudcation, is presented. The full text of all advisory memoranda issued in the year and the text of the major paper released by the council on issues concerning the Ontario University system are provided. The paper was a direct response to comments made to the council by universities and contains the following four parts: goals for the universities, funding, academic functions of the universities, and autonomy and control/structural alternatives. Appendices include data on funding and undergraduate and graduate enrollment data. Advisory memoranda concern: government support for the university system in 1979-80; the Ontario Graduate Scholarship Program, 1979-80; graduate program planning and funding; program funding approval procedures for Ryerson Polytechnical Institute; and the allocation of the government's operating support for the university system in 1979-80. A list of public meetings and council recommendations and government responses are included. (SW)

ED 174 165 HE 011 620

Higher Education Act of 1965 and Related Statutes. Committee on Education and Labor, House of Representatives.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-May 79

Note-211p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Adult Education, American Indians, Community Colleges, *Community Service Programs, Construction Programs, Continuous Learning, Cooperative Education, *Federal Aid, *Federal Legislation, Financial Support, Government School Relationship, Graduate Study, Higher Education, Instructional Improvement, Internship Programs, Law Schools, *Library Education, Library Research, *Student Financial Aid, *Teacher Education, Undergraduate Study

Identifiers-*Higher Education Act 1965, Navajo Community College Act 1971, Teacher Corps

Provisions of the Higher Education Act of 1965 are presented in this committee print. The following parts of the legislation are detailed: Title I, community service and continuing education programs; Title II, college library assistance and library training and research; Title III, strengthening developing institutions; Title IV, student assistance; Title V, Teacher Corps and teacher training programs; Title VI, financial assistance for the improvement of undergraduate instruction; Title VII, construction, reconstruction and renovation of academic facilities; Title VIII, cooperative education; Title IX, graduate programs; Title X, establishment and expansion of community colleges; Title XI, law school clinical experience programs; and Title XII, general provisions. The Indian Higher Education Programs, Navajo Community College Act and the Tribally Controlled Community College Assistance Act of 1978 are also outlined. (SW)

ED 174 166 HE 011 622

Stier, William F., Jr.

Implementing the Self-Evaluation Study Under Title IX: An Instrument to Facilitate the Self-Evaluation.

Cardinal Stritch Coll., Milwaukee, Wis.

Pub Date-2 Jul 79

Note-62p.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, Administrative Personnel, *Affirmative Action, Compliance (Legal), Employment Practices, *Equal Education, *Equal Opportunities (Jobs), *Federal Regulation, Grievance Procedures, Higher Education, *Institutional Evaluation, Personnel Policy

Identifiers-Cardinal Stritch College WI, *Self Evaluation (Organizations), *Title IX Education Amendments 1972

The way in which Cardinal Stritch College, a small liberal arts college, attempted to implement the Title IX self-evaluation requirement of the Education Amendments of 1972 is outlined. Procedures for filing a grievance for alleged discrimination in educational or employment policies and practices are listed and checklists for determining compliance with the affirmative action program are presented. Separate checklists are provided for the following administrative personnel and staff: (1) academic dean and registrar, access to courses, general; (2) academic dean, access to courses, vocational education; (3) dean of students, equal treatment in terms of student marital or parental status; (4) financial aid director, equal financial assistance; (5) business officer, equal treatment in terms of employment; (6) dean of students, equal treatment of students; (7) athletic director, intercollegiate athletics; (8) director of physical education, equal access to specific courses; and (9) director of counseling, equal counseling resources. (SW)

Issues and Answers for Implementing Section 504.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-Jul 79
Note-12p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, *Architectural Barriers, *Civil Rights, College Housing, *Educational Facilities, Equal Education, *Federal Legislation, *Handicapped Students, Higher Education, Mainstreaming
Identifiers-*Civil Rights Act 1964

Positions on 37 issues related to higher education's implementation of section 504 were developed by the National Association of College and University Business Officers (NACUBO). This project is a part of the interassociation effort (Higher Education and the Handicapped HEATH) to provide colleges and universities with information and technical assistance on section 504. Section 504 is a civil rights law that guarantees equal opportunities for handicapped persons. The touchstone of section 504 is integration and not segregation. Separate or different treatment of handicapped persons is only permitted under section 504 when it is absolutely necessary to achieve full participation. Section 504 mandates the accessibility of programs and activities that already exist, and a full integration of handicapped persons throughout existing programs and institutional structures. The objective of the task force in developing positions on the issues was the achievement of consensus among persons representing diverse backgrounds and interests. The positions represent general consensus of the group, but not all members of the task force are in full agreement with every position. (SW)

ED 174 168 HE 011 624

Galambos, Eva C.

Racial Composition of Faculties in Public Colleges and Universities of the South.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-79
Note-48p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($2.50)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Teachers, *College Faculty, Community Colleges, Full Time Faculty, Higher Education, *Intellectual Disciplines, *Racial Distribution, *Southern States, State Colleges, State Universities, *Units of Study
Identifiers-*Public Higher Education

This report summarizes the distribution of full-time faculty, by race and discipline, in the public four-year and two-year institutions of the 14 states of the Southern Regional Education Board (SREB) region. The data were gathered with partial support by a grant from the Ford Foundation. A basic objective of the project was to develop baseline data on full-time black faculty, by disciplines, in public institutions of higher education within the region. Such information, in conjunction with data on newly entering black faculty (i.e., annual graduate degrees earned by blacks), constitutes the current supply of black faculty in the various disciplines. The distribution of faculty by race and discipline in the Southern region is illustrative of the national picture and, therefore, should be helpful for program planning and affirmative action implementation. The information in this report was obtained primarily by surveying individual public four-year and two-year institutions in the region. The survey methods are detailed in an appendix. The institutions for which faculty data are included account for 94 percent of total four-year enrollments and 79 percent of total two-year enrollments in 1976-77. Data were obtained on race and discipline of 97,053 four-year and 34,725 two-year full-time faculty members. The report covers only faculty with teaching responsibilities and excludes those in full-time administrative positions. "Discipline" in this report refers to the subject area in which faculty teach, not to their field of preparation. The Higher Education General Information Survey (HEGIS) classification of disciplines was used, with certain adjustments which are described in an appendix. The two primary variables covered are race and discipline of faculty. Additionally, tenure, rank, and degree level data on faculty were obtained from some institutions. (Author/MSE)

ED 174 169 HE 011 626

Friedman, William Marshall

Trends in Funding Selected Graduate Professional Programs in a Private Urban University: An Exploratory Study.

Pub Date- 79
Note-104p.; Parts may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Business Administration, *Education Majors, Federal Aid, Financial Support, *Graduate Study, Higher Education, *Legal Education, *Medical Education, Private Colleges, Private Financial Support, State Aid, *Student Financial Aid, Trend Analysis, Tuition
Identifiers-*Saint Louis University MO

From the 1950's to the 1970's, graduate student tuition funding trends at Saint Louis University were studied for the business administration, education, law, and medicine programs. Administration of a questionnaire to graduate degree recipients resulted in a return of 1,453 usable responses. The most important external source for tuition funding in business administration was employer funding. The continuing decline in external funding for graduate programs in education resulted primarily because of a reduction in funding by religious orders. There has been an increasing ability of law students to obtain Federal Government loan funds, and medical students have increasingly received federal and state loans and grants. It is suggested that private graduate education institutions need to accurately estimate the shifts in magnitude of potential external tuition funding, both by specific program and within a given time period. A literature review, a sample questionnaire, and summary response data are included. (SW)

ED 174 170 HE 011 627

Financial Support of Higher Education in Washington, 1978-1979: a National Comparison. Report No. 79-11.

Washington State Council for Postsecondary Education, Olympia.
Pub Date-May 79
Note-21p.
Available from-Council for Postsecondary Education, 908 E. Fifth Ave., Olympia, WA 98504
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, Community Colleges, *Educational Finance, *Enrollment Rate, *Financial Support, Government School Relationship, Higher Education, Postsecondary Education, Private Colleges, State Colleges, State Universities, *Statewide Planning, *Tax Support
Identifiers-*Public Higher Education, *Washington

This report is the seventh in a series of informational reports concerning the State of Washington's relative ranking in the nation in terms of various measures of support and factors that affect support levels. The report provides five national measures and contains brief comparisons with the states of Oregon and California, which have similar patterns, and Pennsylvania, which is generally dissimilar. Washington ranks 41st in combined state and local appropriations per equivalent full-time student and 7th in per capita state and local appropriations for higher education. One of the major reasons for the difference in these ranks is the percentage of the population enrolled in public higher education. Washington for the second year ranks second in the nation in this measure. At the same time, it ranks 40th in the percentage of private enrollment to total student population. Washington also ranks above the national average in appropriations per $1000 of personal income. These patterns of a higher level of access and commitment to public higher education are similar to that of most western states. (Author)

Burns, James A.

Faculty Questionnaire for Future Planning: Results.

Western Washington Univ., Bellingham. Office of Institutional Research.
Pub Date- 79
Note-18p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, College Administration, College Faculty, College Housing, Curriculum, Demography, *Educational Change, Educational Finance, Educational Quality, Employment Patterns, Energy, *Futures (of Society), Governance, Government School Relationship, Grading, Higher Education, Individual Development, Inflation (Economics), Interdisciplinary Approach, Literacy, Performance Based Education, Research, School Community Relationship, School Surveys, Social Change, Social Discrimination, *State Universities, Taxes, *Teacher Attitudes, Technology, Transportation, Trend Analysis, Vocational Education
Identifiers-Washington (Bellingham), *Western Washington University

Members of the faculty and administration at Western Washington University (WWU) were surveyed in 1978 in an effort to discover trends that could affect the university by the year 2000. The response rate was 32 percent for faculty and 49 percent for administrators. The first section of the survey concerns general trends: economic (inflation, technology use, energy, transportation, work trends, taxes); social (personal and family habits; race, sex, and age discrimination; communication); educational (research, career education, literacy, grading, curriculum content, nontraditional students, interdisciplinarity, competency-based education, personal development within education, government and education policy, academic quality, governance, and institutional finance); and specific academic disciplines. The second part refers to specific trends at WWU and in the Bellingham area: the usefulness of a WWU degree, governance, institutional identity and orientation, relationship with the university, and county characteristics. The survey results are briefly interpreted. The survey form is appended, with tabulations of the results. (MSE)

ED 174 172 HE 011 632

Jenny, Hans H.

Issues in Postsecondary Education. Financial Viability of Institutions.

National Center for Education Statistics (DHEW), Washington, D.C.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C
Report No.-NCES-79-354
Pub Date- 79
Contract-300-77-0418
Note-89p.; A Sponsored Report Series paper
Available from-National Center for Education Statistics, Washington, D.C. 20202 (NCES publication 79-354)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Policy, College Administration, *Data Collection, *Educational Finance, *Financial Policy, *Financial Problems, Higher Education, Information Systems, *Institutional Administration, Measurement Techniques, National Surveys, *Postsecondary Education, Questionnaires, Statistical Analysis, Statistical Data, Statistical Studies
Identifiers-*Postsecondary Education Core Design Project

One of three papers commissioned as part of the Postsecondary Education Core Design Project of the National Center for Education Statistics (NCES), one of this study's purposes was to identify and set priorities for postsecondary education decisionmakers in the area of financial viability in postsecondary institutions. Another purpose was to translate these issues and priorities into operational terms for use in NCES data collection activities. Four parts make up the report. The first summarizes the main issues, concepts, and recommendations. The second defines the meanings of financial viability, identifies several key issues, and describes some of the implications for data production. The third part concentrates on some of the major recommendations for ongoing statistical work, and the fourth (the appendix) contains sample data collection aids and a brief annotated bibliography. The issues and data collection needs in this area are complex, and the data requirements question is found to have at least two dimensions. The first is how to modify existing statistical surveys without sacrificing the consistency of established and useful time series. The second is how to speed up professional dialogue for consensus on methodology as well as on concepts and financial viability models. (MSE)

ED 174 173 HE 011 700

Creswell, John Jones, Larry R.

Determinants of Structure in Arts, Science, and Humanities Colleges in Major Universities: A Macro-Sociological Approach. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, Administrative Personnel, *College Administration, College Faculty, Declining Enrollment, Departments, Higher Education, Horizontal Organization, Humanities, Liberal Arts, Middle Management, *Organizational Climate, *Power Structure, School Organization, *School Size, Sciences, *Universities, Vertical Organization
Identifiers-*ASHE Annual Meeting 1979

Deans from 53 colleges of arts, science, and humanities at major U.S. universities provided data about the structure of their colleges. These colleges were studied because structural changes are occurring and baseline data is needed. Forty-two percent of the deans reported that a formal study of reorganization of their colleges had taken place in the last five years. The basic research questions addressed were: what

impact does the number of faculty or students (size) have on the number of departments (horizontal differentiation), administrative levels (vertical differentiation), or the proportion of administrators?; and do interdependent faculty networks, such as faculty committees, have a mediating influence on size, structure, and proportions of administration? Propositions developed by Peter Blau in his study of academic and employment security agencies form the conceptual framework for answering these questions. Results of the study (1) confirm the pervasive effects of size on structure; (2) challenge the evidence of prior studies that differentiation offsets the effects of size on the proportion of administrators; and (3) suggest that different forms of interdependent faculty networks have different effects on structure and the proportion of administrators. Implications of the findings for stable or declining enrollments in arts, science, and humanities colleges are discussed. (Author/MSE)

ED 174 174 HE 011 701

Bess, James L.

Generalists, Specialists, and Academic Organization. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, *College Administration, College Role, *Departments, Higher Education, *Intellectual Disciplines, *Organizational Effectiveness, Organizational Theories, Research and Development Centers, *Universities

Identifiers-*ASHE Annual Meeting 1979

The reasons for the persistence of the academic department in research universities and its efficacy in achieving the typical goals of the institution are examined. Six reasons that the academic department in its present form persists as an organizational entity are: inertia, the high status of research, funding sources and access to them, insulation from observation and accountability, alleged interdependence among missions, and the pedagogical necessity for knowledge-based departments. Various theories of departmentalization, including current notions of the determinants of alternative organizational structures as posed by contingency theorists,'' are examined. The nature of the environments external to the institution and the varying demands of clients in those environments for different structures are explored. The impact of the technology'' of the many university tasks on the structure of the institution is discussed. A matrix form of organization in which sets of tasks or roles which are related to one another by necessary timing and sequencing are grouped in self-contained units is proposed. In such units, all the major resources needed to provide the service or produce the output are contained within the unit. It is suggested that the amount of inter-unit dependency should be as low as possible in order to minimize the costs of administrative coordination, and the amount of intra-unit loyalty and identification with unit goals and norms should be increased. (SC)

ED 174 175 HE 011 702

Bornheimer, Deane G. Lonsdale, Richard C.

The Influence of a Group Supporting the No Representative Position on Collective Bargaining Elections in Higher Education. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, Committees, *Elections, Faculty College Relationship, Higher Education, Institutional Research, *Organizational Effectiveness, Organizations (Groups), Political Influences, Teacher Attitudes, *Unions

Identifiers-*ASHE Annual Meeting 1979, *New York University

The history and influence of the Faculty Committee for Self-Governance, a group formed to oppose any form of unionization at New York University (NYU), are examined. The group was initially formed to support the no representative'' position in collective bargaining elections held in 1973-1974, and later opposed unionization again in elections held in 1976. Surveys were conducted following both union elections to determine factors and conditions affecting voting behavior, to compare these factors with what is known about collective bargaining in higher education, and to identify within NYU faculty groups of individuals who may have supported unionization and groups who may have opposed it. The majority of voters reported that the Faculty Committee for Self-Governance influenced them in both elections. Those faculty members and librarians reporting positive influence voted no representative; those indicating negative influence voted for the union organization. Those not influenced by the committee voted no representative by about a two to one margin. There were no statistically significant differences among the three influence groups on faculty demographic and professional characteristics often associated with collective bargaining except for school of appointment in the 1976 election. Strong associations exist among faculty vote, degree of satisfaction with conditions, and influence of the Committee. (SC)

ED 174 176 HE 011 703

Lyons, P. R.

Program Evaluation of Graduate-Level Education. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Environment, College Programs, *Educational Assessment, Educational Quality, *Evaluation Methods, Faculty Evaluation, *Graduate Study, Higher Education, *Program Evaluation, Student Evaluation

Identifiers-*ASHE Annual Meeting 1979, Outcomes

The forms of evaluation of graduate-level education programs are discussed, and a process model of program evaluation which incorporates much student-generated information is presented. Graduate program reviews are generally designed either to provide information to departmental and institutional administrators regarding a program's strengths and weaknesses in a diagnostic sense or to establish the status of a particular program relative to specific performance standards or relative to performance characteristics of other similar programs. The suggested process model of graduate program evaluation relies heavily on the use of program-outcomes information. The model builds an evaluation system using quality indicators that research has indicated as having particular usefulness in the assessment of program quality. It is also based on the incorporation of evaluation methods which have been demonstrated to yield reliable and valid information for decision-making. The following aspects of the model are summarized: coordination and control; descriptive data and information needs; assessment activities for the faculty component; assessment activities for the student component; review of the program's purpose; and reporting and decision-making activities. (SC)

ED 174 177 HE 011 704

Bloland, Harland G.

Opportunities, Traps and Sanctuaries: A Frame Analysis of Learned Societies. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Personnel, College Faculty, Conferences, *Game Theory, *Group Experience, Higher Education, *Interaction Process Analysis, *Meetings, Researchers, *Social Behavior, Socialization

Identifiers-*ASHE Annual Meeting 1979

An analysis and comparison of two frames, conventioneering'' and game,'' as experienced by convention goers is presented to provide a partial explanation of convention behavior and stress response. Many of the concepts discussed come directly from books by Erving Goffman. Frames are principles of organization that govern events, at least social ones, and our subjective involvement in them. Frames are subject to reworking, a shifting of one frame to another, in two ways, keying'' and fabrication.'' A description is presented of the untransformed conventioneering frame which gives to the conventioners what is most often considered by them to be an authentic and appropriate reality. The game frame is discussed with reference to transformation through keying. Several kinds of focused convention situations are analyzed to demonstrate the differences between keying to a game frame or to a conventioneering frame. Problematic frame transformations, self and the two frames, and frames and historical explanations of dramaturgy are discussed. (SW)

ED 174 178 HE 011 705

Olswang, Steven G. Cohen, William D.

The Identified Need and Means for the Inhouse Training of Higher Education Administrators. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Personnel, *Administrator Attitudes, Administrator Characteristics, Administrator Role, *College Administration, College Deans, *Competence, Decision Making, Higher Education, *Management Development, Psychological Patterns, Role Perception, Stress Variables, Task Performance

Identifiers-Administrators, *ASHE Annual Meeting 1979, Department Heads, Provosts

The findings are presented of two research studies designed to identify the causes of perceived inefficient and ineffective performance by administrators in institutions of higher education. The first study examined operational dissonance among the three levels of academic administrators (chairpersons, deans, and provosts) in complex research-oriented universities, and the second examined task-specific tension and stress levels and their effects on the quality of administrator decision-making. The results disclosed incongruent role perceptions and expectations leading to dysfunctional performance, and particularized the tasks promoting low quality decision-making due to stress. Remediation methodologies to increase role consonance and reduce stress are postulated toward elevating the quality of administrative performance. (Author)

ED 174 179 HE 011 706

Gunne, G. Manny

AFTHER: A Decision-Making Game for Higher Education. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Administration, *Computer Programs, Computer Science, *Decision Making, Governance, Higher Education, Institutional Characteristics, *Management Games, Models, Programed Instruction, Research Tools, *Simulation, *Simulators

Identifiers-*ASHE Annual Meeting 1979, *Self Evaluation (Institutions)

AFTHER, a computer simulation game for dealing with the complexities of higher education in a changing electronic world, is described. It is a tool for decision research and decision assistance. AFTHER enables the users to study higher education governance and its decision-making patterns in general, or to readily convert the simulation to an institution's particular characteristics and problems. This individualized conversion, used for teaching, decision research, or decision assistance, can be done without knowledge of computer language. Within the parameters of the game model, the computer can reprogram itself in all areas and dimensions of analysis and readily accept modified or revised data for institutional analysis. The simulation procedure, simulation elements, advantageous features, and research and development implications are detailed. (Author/MSE)

ED 174 180 HE 011 707

Karp, Alan Duryea, E. D.

English Antecedents to the Corporate Government of American Colleges and Universities. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-63p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Administration, College Admission, College Faculty, *College Governing Councils, *Educational History, *Educational Trends, Foreign Countries, *Governance, *Government School Relationship, *Higher Education, Tutorial Programs, Undergraduate Study
Identifiers-*ASHE Annual Meeting 1979, England

The evolution of academic government and its intersection with the corporate form in England during the late medieval through the early modern periods are reviewed. The following topics are considered: the English universities, transition to university control by the national state, transition to collegiate dominance of the universities, admission of undergraduates to college foundations, admission of fee-paying undergraduates, emergence of college tutorials and college lecturing, creation of college governing boards, and English corporations. A bibliography is included. (SW)

Tierney, Michael L.

The Impact of Financial Aid on Public/Private Postsecondary Education: Some Policy Implications. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *College Choice, College Students, Equal Education, *Federal Aid, Higher Education, Models, Multiple Regression Analysis, National Surveys, *Predictor Variables, *Private Colleges, *State Colleges, Student Characteristics, *Student Financial Aid
Identifiers-*ASHE Annual Meeting 1979, Basic Education Opportunity Grants

Questions are examined concerning the effectiveness and efficiency of the Basic Educational Opportunity Grant financial aid program in providing equality of choice between public and private institutions. The research question is: given the initial preferences for either public or private institutions, what is the probability that a student will matriculate at a private college or university? Data were obtained on 115,325 college freshmen by merging American College Testing program and Educational Testing Service files with the American Council on Education survey of college freshmen matriculating in the fall of 1975. Institutional data from the Higher Education General Information Survey was also available for each student. Six institutional variables, 21 individual student characteristics, and 14 reasons why students decided to matriculate at a particular institution were analyzed. A prediction model and results of multiple regression analyses are discussed. (SW)

ED 174 182 HE 011 709

Floyd, Carol Everly

Conflict Between the State Coordinating Board and the Principal State University: Illinois During Rapid Higher Education Growth. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees, College Administration, *Facility Expansion, Governing Boards, *Government School Relationship, Higher Education, *Institutional Autonomy, Interviews, Mass Media, Multicampus Colleges, Political Influences, *Political Issues, Power Structure, Publicize, State Agencies, *State Boards of Education, *State Universities
Identifiers-*ASHE Annual Meeting 1979, Branch Campuses, Public Higher Education, *University of Illinois

The political factors underlying the ability of the Illinois Board of Higher Education to prevent the development of additional new campuses as part of the University of Illinois are analyzed. The primary factors underlying the board's success are: (1) its investment in winning the issue because of the threat to its goals and survival; (2) the use of language and political symbolism; and (3) disinterest of significant political actors. Information is drawn from the printed public record (board and university reports, board and university trustee board minutes, and advisory committee reports), news articles and editorials, and individual interviews. Background information is provided on the organizational history of Illinois public higher education and growth in the 1960's. (Author/MSE)

ED 174 183 HE 011 710

Tollefson, Nona And Others

Study Behavior and Academic Achievement. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Anxiety, *College Students, *Education Majors, Formative Evaluation, Grade Prediction, Higher Education, Homework, Predictor Variables, Student Attitudes, Student Teacher Relationship, *Study Habits, *Study Skills
Identifiers-*ASHE Annual Meeting 1979, Study Groups

The relationship of self-reported study behaviors, affect toward the course, test anxiety, and past achievement to final examination performance were investigated. Subjects were students in Education who enrolled in an undergraduate measurement course. Six study behavior factors in combination with the affect, anxiety, and past achievement variables were used to predict scores on the course final. The six study factors examined were: (1) participation in an organized study group; (2) using the teacher as a resource person; (3) preparation for class; (4) preparation for exams; (5) reviewing material after each class; and (6) using formative evaluation techniques. Multiple regression analysis yielded a significant Multiple R. Past achievement explained the largest proportion of the variance in final examination scores, but study behavior factors II (using the teacher as a resource person) and VI (using formative evaluation procedures) yielded significant partial correlations. Statistical data are included. (Author/MSE)

ED 174 184 HE 011 711

Scott, Robert A.

Robots or Reinsmen: Job Opportunities and Professional Standing for Collegiate Administrators in the 1980's. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Organization, Administrative Personnel, *Administrator Role, *College Administration, Higher Education, Leadership, *Middle Management, Occupational Mobility, *Power Structure, Professional Continuing Education, Professional Development, Speeches, *Staff Improvement, *Talent Development, Talent Utilization

Identifiers-*ASHE Annual Meeting 1979

Which model provides a more accurate picture of future job responsibilities and professional standing for middle-level administrators in colleges and universities: the robot, or the reinsman who has ability, courage, and control but stays in the background? Competing forces are described in this speech: the institution's desire for stability and the administrator's desire for challenges and the full use of his ability. Role conflicts and role confusion can undermine administrative effectiveness. Given these limitations and the probable failure to develop a new purpose, the form, processes, and practices of higher education will probably not change appreciably in the foreseeable future; but there will be changes in college administration. New clientele will require new services, and new public policies and patterns of attendance may lead us to expect a reduction in some current services. There is a tendency toward bureaucratization and centralization as a survival mechanism. The effects will be continued demands on the senior officers and governing bodies of institutions, and an increasing need for administrative help. Colleges and universities should become the pacemakers in developing new models of mobility and advancement. Organizations should and can be flexible and give as much attention to the talents and interests of gifted staff as to the functions to be carried out. The reinsman, with his authority, reflexes, and independence, is a model for collegiate administrators to follow. (Author/MSE)

Lee, Barbara A.

College Faculty as "Managerial Employees": Implications of the Yeshiva University Decision for Faculty Unionization. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, *Collective Bargaining, *College Administration, *College Faculty, *Court Litigation, Decision Making, Federal Legislation, Federal Regulation, Higher Education, Legal Problems, Middle Management, Power Structure, Private Colleges, *Unions, Universities
Identifiers-*ASHE Annual Meeting 1979, National Labor Relations Board, *Yeshiva University NY

The Yeshiva University court decision is examined, in which the faculty was included with administrators as managers of the university, negating any right of the faculty to unionize. The decision is discussed in light of research on the decision-making process at colleges and universities and the roles of professionals in these institutions. The criteria used by the National Labor Relations Board (NLRB) to assess the status of faculty as supervisors, managers, or professional employees are applied to the activities of faculty members in the academic decision-making process. The refusal of the NLRB to promulgate rules that would clarify faculty employee status is criticized, and suggestions for resolving the uncertainty created by the Board's adjudication process are offered. (Author/MSE)

Hackman, Judith Dozier Taber, Thomas D.

How Academic Departments Differ in Their Evaluations of Student Success. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *College Students, *Departments, Evaluation Criteria, Failure Factors, Higher Education, *Intellectual Disciplines, *Student Evaluation, *Student Teacher Relationship, Success Factors, *Teacher Attitudes, Units of Study
Identifiers-*ASHE Annual Meeting 1979, Biglan Model, Yale University CT

The usefulness of Biglan's model of academic disciplines for examining how Yale University departments differ in their evaluations of undergraduate performance is studied. Biglan's 3-way model classifies departments according to (1) the degree to which they have a paradigm (hard vs. soft), (2) their concern with life systems as objects of study (life vs. nonlife), and (3) their emphasis on application (pure vs. applied). The present study, undertaken at Yale University, finds that the hard-soft classification most clearly differentiates how faculty evaluate student performance, showing significant differences for descriptions of real, successful students, for ideal use of 21 varied dimensions of student performance to evaluate success, and for ideal use of these dimensions to evaluate nonsuccess. Life and nonlife departments also differ significantly in their use of the 21 performance dimensions to describe successful undergraduates. The aspects of student performance that are stressed by the different faculty groupings of hard and soft, and of life and nonlife disciplines are also explored. (Author/MSE)

ED 174 187 HE 011 714

Sanford, Timothy R.

The Effects of Student Aid on Recent College Graduates. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Career Choice, College Choice, *College Graduates, Educational Interest, Equal Education, Equal Opportunities (Jobs), Graduate Study, *Grants, Higher Education, Occupational Choice, Personal Values, Professional Education, *Student Financial Aid, *Student Loan Programs, *Work Study Programs

Identifiers-*ASHE Annual Meeting 1979, National Longitudinal Study High School Class 1972, *Outcomes

This study is based on the assertion that it is not enough for student aid programs to facilitate attendance at, and even graduation from, a postsecondary institution because the very means used may have a negative impact on students who benefitted from such aid. While student aid may equalize college attendance across students, it may not promote equality of opportunity among college graduates. The National Longitudinal Study of the High School Class of 1972 data base was used. Four areas in the college graduates' lives are examined in terms of their relationship to student aid received during college: (1) attending graduate or professional school; (2) choosing a job; (3) forming a family; and (4) forming personal values. Three basic types of aid (loans, grants, and work) are the student aid variables, categorized by the amount of aid received. The major conclusion reached is that the hypothesized negative impact of aid, and particularly loans, on college graduates does not exist. It is much less clear, however, whether or not aid has any impact at all on college graduates. Short-term effects only were considered. It was also found that of the three types of aid, grants appear to be most promising in encouraging graduates to further their education, and that self-help aid (borrowing and working) is not detrimental to the graduates' behaviors as studied here. (MSE)

ED 174 188 HE 011 715

Farago, John M.

Legal Aspects of the Regulation of Information Flow in the Student-University Relationship. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Administration, College Students, *Confidentiality, Federal Regulation, *Higher Education, Information Networks, Information Storage, Information Systems, *Legal Problems, Legal Responsibility, *Privacy, *School Responsibility, *Student College Relationship, Student Responsibility

Identifiers-*ASHE Annual Meeting 1979

Several paradoxes in the treatment of administrative information by universities are discussed. Since certain types of information have important economic value to educational institutions, there develops a conflict of interests, a collision between the schools' fiduciary responsibility for their students and their institutional responsibility to survive and, if possible, thrive. History seems to suggest that, where the control of information is concerned, most schools chose to opt for survival. Prior to regulation, virtually all schools maintained absolute domination of the flow of administrative information between their students and themselves. This fact alone should explain the recent imposition of outside regulation, and should vitiate schools' claims that such regulation somehow interferes with their educational function. Where difficulty remains is in the law itself. While it has responded to a problem that is one of economic valuation, of sociological distribution of power, that response has not consistently been phrased in the terms of the problem. By focusing attention on privacy rather than power, on access rather than flow, legislation like the Buckley Act diverts attention from the actual nature of the underlying difficulty. Until the legal remedy more closely fits the nature of the ailment, paradoxical symptoms will continue to cause trouble. (Author/MSE)

ED 174 189 HE 011 716

Lincoln, Yvonna S.

The Potential of University-Based Bureaus of Research: A Case Study Aggregation Analysis. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Case Studies, Check Lists, Educational Research, *Evaluation Methods, Financial Support, Higher Education, *Research and Development Centers, *Research Opportunities, *Schools of Education, Universities

Identifiers-*ASHE Annual Meeting 1979

The potential for schools of education as major resources for research and development and other knowledge-generation and knowledge-use activities is discussed, along with the negative view of federal policymakers in this regard. The study reported here was designed specifically to employ contemporary organizational theory and case study aggregation methods on the problems of ``sheltered units'' or bureaus within educational institutions. A set of propositions and counterpropositions were derived and tested about the nature of the organizational climate and its function. A list of structured questions and answers about the outcomes of interest that could be used with each of eight case studies was then generated to form an analytic checklist. Three readers reviewed and completed checklists for the case studies, making possible aggregate descriptions of university-based bureaus, their organizational contexts, and their potential. It is noted that most of these bureaus currently have two to four staff members, engage in multiple processes (such as research, development, evaluation, dissemination, adoption and field service, or research and field service), were created to respond to immediate perceived needs, reside in doctorate-granting institutions, and are undergoing mission redefinition or role extension, but are hindered by fiscal exigencies. It is concluded that the study provided a test of the range of applicability of theory relating to organizational contexts for ``sheltered units,'' and of the usefulness of the Lucas methodology in coping with data formerly not amenable to aggregation. A bibliography is included. (Author/MSE)

ED 174 190 HE 011 717

Peng, Samuel S.

Impact of Student Financial Aid Programs on the Achievement of Equal Educational Opportunity in Higher Education. ASHE Annual Meeting 1979 Paper.

Pub Date-Apr 79
Note-29p., Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, D.C., April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Community Colleges, *Equal Education, Federal Aid, *Federal Programs, Females, Fund Raising, *Grants, *Higher Education, Junior Colleges, Males, Program Effectiveness, *Student Financial Aid, Student Loan Programs, Work Study Programs
Identifiers-*ASHE Annual Meeting 1979, Basic Educational Opportunity Grants

Analysis of data on student financial aid from a variety of sources is reported and shows that the funding levels for all financial aid programs have increased substantially in recent years. This is especially true for Basic Educational Opportunity Grants, which have become an important factor in equalizing educational opportunity. However, the distribution of funds to institutions is not necessarily consistent with student enrollment. Funds going to two-year colleges have not increased in proportion to their enrollment increases. Many of these colleges simply did not apply for one or more of the campus-based programs. Overall, proportionally more women than men receive aid under each program. Financial aid programs have also tended to equalize the student loan/work burden. These findings do not necessarily mean that educational opportunities have been fully equalized. Students from higher-income families still have lower self-help burdens, as well as a higher college-going rate than lower-income students. It is concluded that in the future, financial aid efforts should focus on improving program efficiency. (MSE)

ED 174 191 IR 007 391

Gandy, Oscar H., Jr.

Economies of Scale and Cultural Pollution.

Pub Date-79

Note-25p.; Paper presented at the Annual Telecommunications Policy Research Conference (7th, Sky Top, Pennsylvania, 1979); Not available in paper copy because of light and broken type

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiences, Background, *Broadcast Industry, *Consumer Protection, Costs, *Developed Nations, *Developing Nations, Economic Disadvantagement, *Federal Regulation, Government Role, *Marketing, Quality Control

Identifiers-Federal Communications Commission

This paper traces the development of federal regulations of the broadcast industry aimed at controlling the industry's monopoly abuses within the United States, and describes the development of the industry's major network domination of the media markets and audiences throughout the world. Suggested reasons for this transnational domination include absence of effective governmental regulations, network expensive production quality, and high production costs unattainable by developing countries. The author cautions that the major network domination of the United States and international market leads to cultural pollution since the networks' major emphasis is upon building large audiences rather than program quality. (CMV)

Forbes, Norma

Entertainment Television in Rural Alaska: How Will It Affect the School?

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior, *Alaska Natives, Background, *Commercial Television, *Communication Satellites, *Demonstration Projects, Educational Research, Environmental Influences, Eskimos, *Minority Group Children, Nonreservation American Indians, *Rural Education, Television Research

The development of the Satellite Television Demonstration Project in Alaska, delivering commercial entertainment television, is briefly described; and important educational issues related to the delivery and usage of commercial television via satellite in Alaska are discussed, including (1) justification for the demonstration project; (2) implementation of the project; (3) the project as an opportunity for research on the effects of commercial television on rural native populations in Alaska; and (4) possible beneficial and harmful cognitive and affective influences of commercial television in Alaska, especially when delivered to rural children in their schools. Several studies related to relevant television and minority culture research are cited. (CMV)

Theroux, James Gunter, Jock
Open-Broadcast Radio: Three Strategies.
Massachusetts Univ., Amherst. Center for International Education.
Pub Date-76
Note-49p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audience Participation, Audiences, Developing Nations, Diffusion, Educational Games, *Educational Programs, *Educational Radio, *Educational Strategies, Field Interviews, Marketing, *Motivation Techniques, *Programing (Broadcast), *Teaching Methods
Identifiers-Ecuador

Three effective strategies in quality open-broadcast programming for increasing educational radio's audience attraction are suggested as alternatives to the usual approach to such programming in the third world: (1) the advertising approach, which is suited to audience motivation for accomplishing concrete behavioral objectives; (2) the person-on-the-street interview approach, which represents decentralization and participation in open-broadcast radio; (3) and the quiz show format, which allows for audience participation in a polished structure determined by professional educators and communicators. Radio Mensaje, a project initiated in Ecuador, provides an example of how an organized-audience interview project can use open-broadcast techniques,

the Real World Quiz Show, field tested and ready for production, represents a cost effective method for motivating radio audiences to listen to the transmission of objective facts on any topic. The exact role of each of these strategies, the objectives to which they are best suited, and the situations and populations to which they are best applied will be determined by field application and additional strategy development. (Author/CMV)

ED 174 194 IR 007 408

McWeeney, Mark G.

PASCAL Program to Compute Descriptive Statistics and Generate a Bar Graph for PSES (Purdue Self-Evaluation System for School Media Centers). Elementary Catalog.

Pub Date-Jul 78

Note-44p.; Some appendices may not reproduce well due to small, light type; For related documents, see ED 126 914-915 and IR 007 409

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Schools, *Instructional Materials Centers, Library Surveys, Questionnaires, *Statistical Analysis, Student Attitudes, Teacher Attitudes

Identifiers-*PASCAL Program, Purdue Self Evaluation System

This report explains the output of a computer program which was developed for use by media specialists in calculating the statistics on data gathered from PSES questionnaires, as well as the computer program itself. Written in PASCAL, this program computes descriptive statistics, a bar graph, and percentages for the PSES instrument. Appendices provide data from three elementary schools where the PSES was tested, a flowchart of the computer program, and a copy of the PASCAL program. (RAO)

ED 174 195 IR 007 409

PASCAL Program to Compute Descriptive Statistics and Generate a Bar Graph for PSES (Purdue Self-Evaluation System for School Media Centers). Junior, Senior High School Catalogs.

Pub Date-Jul 78

Note-44p.; Appendices may not reproduce well due to small, light type in the original; For related documents, see ED 126 914-915 and IR 007 408

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-High Schools, *Instructional Materials Centers, Library Surveys, Questionnaires, *Statistical Analysis, Student Attitudes, Teacher Attitudes

Identifiers-*PASCAL Program

This report explains the output of a computer program which was developed for use by media specialists in calculating the statistics on data gathered from PSES questionnaires, as well as the computer program itself. Written in PASCAL, this program computes descriptive statistics, a bar graph, and percentages for the PSES instrument. Appendices provide data from two of the high schools where the PSES was tested, a flowchart of the computer program, and a copy of the PASCAL program. (RAO)

ED 174 196 IR 007 411

Knerr, Bruce W.

A Simulated Test of a Decision Theoretic Instructional Strategy.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); For a related document, See ED 169 916

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Assisted Instruction, *Educational Research, *Electric Circuits, Electronic Equipment, Electronic Technicians, *Equipment Maintenance, Instructional Design, Military Organizations, *Problem Solving, *Simulation, *Teaching Methods

An experiment was conducted to investigate the relationship between similarity of troubleshooting strategies and similarity of sets of utilities (i.e., numeric values representing beneficial troubleshooting outcomes) to assess the justification for using discrepancies between student and expert utilities as a basis for altering the Adaptive Computerized Training System (ACTS); ACTS is a new method developed by the Army Research Institute for providing electronic troubleshooting training. Thirty sets of utilities having specified similarities were generated into ACTS, and the effects of variations in utility similarity on strategy similarity were examined using simulated student and expert routines. A strong positive relationship between utility similarity and strategy similarity was obtained, which is a prerequisite to using discrepancies between student and expert utilities as a basis for adapting training. Because the experimental conditions were somewhat artificial, the strength of the relationship could be expected to be weakened in a real world'' training situation. (Author/CMV)

ED 174 197 IR 007 413

Bellamy, Rob And Others

Teacher Attitudes toward Non-Print Media.

Kentucky State Dept. of Education, Frankfort.
Pub Date-14 Dec 78
Note-33p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiovisual Aids, Information Dissemination, *Instructional Media, Principals, Rating Scales, *Semantic Differential, *Teacher Attitudes

This report provides background materials for a survey which is to be conducted for the Unit of Dissemination of the Kentucky Department of Education to determine what type of packaging is preferred by users for materials distributed by the Dissemination Unit, with emphasis on teacher attitudes toward non-print media in relation to print formats. These materials include a review of research investigating teacher attitudes toward the use of non-print media, a brief description of how media availability and teacher experience will be measured, a discussion of the use of the semantic differential scale to measure attitudes, and copies of instruments which have been developed for the survey. Individual questionnaires focus on attitudes toward various media formats, e.g., microfiche/ microfilm, videotape, filmstrips, film, books and professional articles, magazines, and transparencies. A brief description and questionnaire for a supplementary media equipment survey for principals is also included. (BBM)

ED 174 198 IR 007 444

Calkins, Ronald R.

Air Force Training for Instructional Systems Development.

Pub Date-Mar 79

Note-125p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 5-9, 1979); Some examples will not reproduce well due to small, light type

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Career Education, Course Descriptions, *Educational Development, *Evaluation Methods, *Instructional Systems, Job Training, *Management Systems, *Military Training, Task Analysis, Technical Education

Identifiers-*Instructional System Development

Detailed information is provided about the Air Force Instructional System Development (ISD) Model to supplement the 1979 AECT presentation made in New Orleans. Information of interest to instructional systems designers includes (1) a short overview of the Air Force ISD model, (2) an extended example which demonstrates the Air Training Command Technical Training documentation required for entire career fields (in which one task is carried from Job Task Inventory through all steps of ISD and ending with an Evaluation Report), and (3) descriptions of an ISD managers course, ISD Technician Course, and Mediated Materials Development Course. Examples of documentation, a course evaluation, and a brief discussion of future trends are included. (Author/JEG)

ED 174 199 IR 007 473

Pings, Vern M.

Directions and Limitations of Automated Library Systems. Working Paper No. 14.

Wayne State Univ., Detroit, Mich. Univ. Libraries.
Pub Date-Mar 79
Note-27p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Automation, *Electronic Data Processing, *Futures (of Society), Government Role, *Information Dissemination, Library Cooperation, *Library Networks, On Line Systems
Identifiers-Library of Congress, MARC Distribution Service, Research Libraries Information Network

With the scholarly record growing faster than funds to employ individuals in libraries to process materials for storage and distribution, libraries must use electronic data processing equipment to distribute such information. The electronic world, however, requires that different interinstitutional relationships be established. Although the possibilities for action seem to be many, the limitations are real, e.g., (1) the nation's libraries are dependent on the 80-year old program of the Library of Congress (LC) to catalog the world's literature; (2) existing bibliographic utilities are dependent on the high quality and quantity of LC's bibliographic production; and (3) the utilities have not been able to deliver all the services they say are technically feasible. Thus no single library is independent of LC's bibliographic control, and the electronic distribution of records has roots in the past and future national bibliographic system. Interdependence among libraries is increased by the requirement to communicate bibliographic information; the unanswered question is how this interdependence grows. Does each library proceed on its own and make changes whenever necessary as the national system evolves, or do libraries form an organization for the purpose of sharing development and implementation costs with the expectation of lower costs and work more consistent with the national system? (Author/CMV)

ED 174 200 IR 007 474

Boisvert, Marianne

An Evaluation of ``Choice'' as a Selection Tool in the Field of Western History.

Pub Date-Aug 77

Note-40p.; Research paper submitted to the School of Library and Information Sciences, Brigham Young University

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American History, *Book Reviews, *Comparative Analysis, Cost Effectiveness, Efficiency, Librarians, Library Material Selection, *Scholarly Journals

A study was undertaken to determine the extent to which ``Choice'' provides librarians with an adequate evaluation of the best books in the field of western American history in a reasonable amount of time. To assess the overall coverage, the titles of all the books reviewed in ``Western Historical Quarterly'' from 1970 to 1974 were searched in ``Choice''; to determine the length of time between the publication of a book and its review, 40 titles of important works published between 1965 and 1971 were selected from the ``Harvard Guide to American History'' and searched in four scholarly journals as well as ``Choice.'' Findings indicated that, although ``Choice'' was not as comprehensive in its coverage as ``Western Historical Quarterly,'' it was more complete in reviewing the important works. ``Choice'' also reviewed books sooner after publication than did the scholarly journals, and the quality of its reviews was comparable to that of the journals. Appendices include bibliographic citations for the titles used in the study, findings for each reviewing source arranged by reviewing criteria, and a list of references. (Athor/CMV)

Wellisch, Hans H.

The Exchange of Bibliographic Data in Non-Roman Scripts.

Pub Date-Apr 78
Note-16p.; Paper presented at the International Symposium on Bibliographic Exchange Formats (Taormina, Sicily, April 27-29, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cataloging, International Programs, *Problems, *Romanization

Documents in non-Roman scripts now constitute a sizeable part of world production, and their bibliographic control through Romanization is beset by many problems. Among these are the impossibility to simultaneously satisfy certain functional requirements, the multiplicity of schemes and their inconsistent use, and the susceptibility of the method to errors. New and more effective methods must therefore supplement Romanization. Efforts should be concentrated on revising or creating transliteration standards based on official national schemes where available, and with no regard to phonetic or phonemic features; and designing machine-readable conversion codes for the 10 major scripts to be used exclusively for exchange purposes. International documentation services should use only international conversion standards, while libraries and retrospective bibliographies should use local or national conversion schemes best suited to the sociolinguistic habits of their users, supplemented by listings of documents in non-Roman scripts. Indexing and abstracting services should Romanize only names of authors and titles of source periodicals but not titles of individual articles, and bibliographic data in non-Roman scripts should be provided primarily by the respective national bibliographies, both in camera-ready copy and, if possible, in machine-readable form. (Author)

ED 174 202 IR 007 476

Evaluation of the Eggleston Library, Hampden-Sydney College. Final Report.

Hampden - Sydney Coll., Va. Eggleston Library.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-30 Nov 78
Grant-EH-8308-73-32
Note-96p.; Some pages may not reproduce well due to light and broken type
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American Literature, *College Libraries, English Literature, Government Publications, International Relations, Library Guides, Library Instruction, *Library Programs, *Library Reference Services, Questionnaires, Reference Materials
Identifiers-*Rochester Public Library NY

This evaluative report describes the results of a program that sought to make students and faculty more aware of the library's resources, to demonstrate how to make best use of such resources, and to provide basic training for non-professional members of its staff. It is presented in three parts: (1) the report of the administrator, which describes the program's goals, results, and conclusions; (2) the report of the reference-librarian coordinator, which reviews the reference services initiated during the grant period, describes plans for continuing and developing these services, and evaluates the attainment of the program's objectives; and (3) the report of the director of the summer workshops, which very briefly summarizes the activity pattern on the workshops, provides the syllabus used in the workshops, and lists faculty and library staff members who completed the summer course. Included in the second part are a copy of the library guide; annotated lists of the library's basic reference sources in government and foreign affairs, history, and English and American Literature; a proposal for a program of library instruction, and a questionnaire on library instruction sessions. The summer workshop report includes lists of basic reference works and sample reference questions. (JD)

ED 174 203 IR 007 477

Gratch, Bonnie

Final Report of the Pioneer Library System: LSCA Rochester Public Library, N.Y.

Pub Date-30 Jun 78

Note-147p.; Three of the four questionnaires included will reproduce poorly due to small type size

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Information Needs, Library Materials, *Library Services, *Public Libraries, Research Methodology, Teenagers, Use Studies, *Young Adults

Identifiers-*Rochester Public Library NY

This report describes a study which was made by the Central Library of Rochester Public Library to determine how Central could best serve the needs of young adults and encourage them to be library users after financial cutbacks forced the closing of their Teen Lounge. Data were gathered in the period from August 1977 to May 1978 through staff interviews and a series of questionnaires completed by young adults in Monroe County libraries and community libraries, secondary school students, and teenage non-users in a shopping mall. The report is divided into six major parts: (1) a description of young adults and their characteristics, (2) the information needs/library needs of young adults, (3) young adult use of Central Library, (4) an evaluation of the resources and services of Central Library, (5) a discussion of what exists versus what is needed, and (6) recommendations for action. Appendices include copies of the interview guide and three questionnaires, together with methodology statements and a synopsis of the findings for all of the data gathering instruments. (JD)

ED 174 204 IR 007 478

Wilsher, Gary S.

For a Higher Interest Rate Sign the Bottom Line.''

Pub Date-Apr 78

Note-11p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, Elementary Education, *Library Instruction, Library Skills, *Media Specialists, *Performance Contracts

The library skills design for elementary schools which is described utilizes specific objectives and a teacher/library media specialist contract to reach objectives. Steps described in this instructional approach include (1) the determination of themes; (2) the performance of skills/task analysis of themes to provide objectives; (3) interviews with teachers and teams at each grade level; (4) the combination of teacher information and skills analysis into specific behavioral objectives; (5) the revision of objectives; (6) the presentation of a contract; and (7) keeping the principal informed. Sample behavioral objective contracts for students in levels K-5 are included. (Author/CMV)

ED 174 205 IR 007 479

Jones, Dennis P. And Others

Handbook of Standard Terminology for Reporting and Recording Information about Libraries.

National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-300-77-0404
Note-317p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Data Collection, Definitions, *Information Dissemination, *Library Administration, *Library Collections, *Library Facilities, *Library Programs, Methods, *Vocabulary

Intended to foster a common language for information exchange about library operations and resources, this handbook provides library managers, boards of trustees, and other library decisionmakers with guidance in identifying items of information from which to obtain factual and comparative data for (1) developing policies and decisions; (2) communicating with constituencies, legislative bodies, and governing organizations; and (3) fulfilling information requests of external agencies. Its scope comprises basic management information needs in academic, public, school, and special library communities. Information is structured and classified according to three basic categories library environment, library resources, and library programs and the terms are listed in tables that provide a code number and a page reference to a glossary where each is defined. A chapter that provides general guidelines and suggestions for data collection and use is also included. The appendix acknowledges all of the people and organizations that were involved in the project, and an index provides access to both the classification and definition of terms, as well as see also'' references. (Author/JD)

Integrated Library Network System for the Commonwealth of Virginia A Feasibility Study.

Virginia State Library, Richmond.

Note-310p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Computers, *Electronic Data Processing, Federal State Relationship, Flow Charts, Library Automation, Library Cooperation, *Library Networks, Maps, *Statewide Planning

Identifiers-Turnkeying, *Virginia

This feasibility study of an integrated statewide library network system consists of two main parts: the body of the report, which includes an introduction to the background and method of the study, the findings, and the modular plan for implementation; and supplementary materials presented in seven appendices reviewing basic facts. These appendices cover library applications of automation, bibliographic services, network components and standardization (both hardware and software), data management software, hardware, and turn-key systems, the last appendix is a glossary of terms. Also provided is a lengthy addendum to the report that presents the requirements and recommendations for such a network i.e., the data processing requirements for each component within a network with hardware and software requirements for the component and time and cost projections, and a modular approach recommended for the eventual development of a fully integrated library network system. (Author/JH)

ED 174 207 IR 007 481

Jackson, Patricia Ann

Interior Design Factors in Library Facilities.

Pub Date-May 79
Note-76p.; 75p, MLS, Texas Woman's University
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Architectural Elements, *Architectural Programing, *Building Design, Facility Planning, Furniture Design, *Interior Design, *Library Facilities, *Library Planning, Lighting Design, Physical Design Needs, Psychological Design Needs

When planning the interior of a library facility, the planning team of librarian, library consultant, architect, and interior design consultant must focus attention on the basic principles of interior design and the psychological needs of the user. Colors for an interior should be selected with careful regard to space, light, and emotional and physical effects. Furnishings should be taken into account in the preliminary planning stages of the library with consideration given to the functional requirements, comfort, and efficiency. For library interiors, special areas of concern include seating, study carrels, tables, card catalog cases, circulation desks, shelving, floors, and walls. Lighting and acoustics pose special problems in libraries because of the importance of eye comfort and reduced sound. Space planning requires the determination of present and future needs for housing the collection, equipment, staff, and users over the next 20 years. Although planning for the handicapped mostly involves entrance and movement within a facility, it should begin during the early design stages to help control costs and allow for proper space allocation. (CWM)

ED 174 208 IR 007 482

Stuart-Stubbs, Basil

Interlibrary Loan and Post-Secondary Libraries in British Columbia. Report of a Project, September 1977-April 1978.

British Columbia Dept. of Education, Richmond. Office for Library Coordination.

Pub Date-78

Note-39p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries, Efficiency, *Interlibrary Loans, Library Cooperation, *Library Networks, Library Research

This report of a project conducted to improve the sharing of library resources in the post-secondary sector in British Columbia focuses on the operations of the Interlibrary Loan Network, which went into operation September 1, 1977. This network was designed to provide access to the library collections at the University of British Columbia, Simon Fraser University, and the University of Victoria, for faculty and students at all provincially supported post-secondary institutions in B.C. Analysis of data for the academic year 1977-78 showed that the university libraries supplied 12,744 items, with a success request rate of 70.8 percent. About 80 percent of these successful requests were filled within seven calendar days or less; the main factors affecting turnaround time were delays in communication and geographical location. Lower unit costs were achieved when the volume of transactions increased during peak months. Two other complementary projects which are noted were designed to create and distribute computer-output- microform catalogs of the holdings of the university libraries, and to create a union catalog of the holdings of all post-secondary libraries. A discussion of some of the broader aspects of access to libraries and proposals for further improving that access conclude the report. (Author/CMV)

ED 174 209 IR 007 483

Interlibrary Loan Policies. CDLC Libraries.

Capitol District Library Council for Reference and Research Resources, Troy, N.Y.

Pub Date-78

Note-56p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Policy, *Interdistrict Policies, *Interlibrary Loans, Library Administration, Library Cooperation, *Regional Libraries

This policy directory was compiled to facilitate the processing of interlibrary loan requests among the libraries of the Capital District Library Council (CDLC). The information provided results from a questionnaire completed by the interlibrary loan staff of the CDLC libraries in December 1977. Interlibrary lending policies and reproduction facilities are indicated for each of the 44 member libraries/library systems, as well as interlibrary loan telephone numbers, office hours, and a courier schedule. (Author/CMV)

ED 174 210 IR 007 484

Richardson, John V., Jr.

An Introduction to Bibliographical Press Work.

Pub Date-78

Note-34p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Books, Graphic Arts, *Literature Guides, Paper (Material), Printing, *Production Techniques

This guide to the literature of bibliographical press work is comprised of brief introductory notes on the field and this bibliography, followed by citations listed in seven categories: (1) book production, (2) handmade paper, (3) printer's ink, (4) type design, (5) book design, (6) hand printing, and (7) hand bookbinding. Introductory as well as specialized materials are included. Related materials, i.e., associations and journals, are listed at the end of each unit. (Author/CMV)

ED 174 211 IR 007 485

Rockman, Ilene F.
Library Instruction to EOP Students: A Case Study.
Pub Date- 78
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disadvantaged Youth, *Educational Programs, *Integrated Curriculum, Library Cooperation, *Library Instruction, Library Role, Low Income Groups, Minority Groups

Since 1976, a 10-week, 1-credit formal course in library instruction has been taught to entering Educational Opportunity Program (EOP) students at California Polytechnic State University, San Luis Obispo, as an integral part of their core curriculum. The curriculum for these disadvantaged students places emphasis upon communication processes reading, writing, speaking, and listening, and faculty from the departments of English, history, speech communication, and the library coordinate their lectures, instructional strategies, and assignments during the quarter to insure an integrated learning experience for each student. Requirements for students in the library skills class do not differ significantly from those for non-EOP students; the course stresses ``survival skills'' for locating resources and methodically formulating a search strategy when approaching any topic for a term paper or report. Instructional strategies include use of audiovisual materials, demonstrations, discussion, educational games, guest speakers, individualized instruction, learning activity packages, lecture, problem solving, questioning, review and practice, self-paced material, and simulations. A list of references useful in developing this course is provided. (CMV)

ED 174 212 IR 007 486

Library Laws, Rules, and Policies of the State of South Dakota.
South Dakota State Library, Pierre.
Pub Date-78
Note-86p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Policy, *Libraries, *Policy, State Agencies, *State Legislation, State Standards

This document brings together current laws of the State of South Dakota as they pertain to libraries, and the administrative rules and regulations and general policies of the Dakota Library Commission that implement the laws. A subject index provides access to individual laws, regulations, and policies. (Author/CMV)

ED 174 213 IR 007 487

Freeman, Michael And Others
Library Materials: Selection and Processing.
Dartmouth Coll , Hanover, N.H. Library.
Pub Date-Apr 79
Note-11p.
Pub Type- Reports - Descriptive (141) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Books, Cataloging, *Library Acquisition, *Library Materials, *Library Technical Processes, On Line Systems, Serials, University Libraries

This script of a slide-tape presentation, which describes the selection and processing of materials for a university library, includes commentary with indicators for specific slide placement. Distinction is made between books and serial publications and the materials are followed from the ordering decision through processing. The role of the librarian in the selection process, the automated acquisitions system, and cataloging (original or from OCLC) are highlighted. (CWM)

ED 174 214 IR 007 488

Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1978 Supplement.

Massachusetts State Board of Library Commissioners, Boston.
Pub Date-78
Note-22p.; For related documents, see ED 150 963 and IR 007 490
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Role, *Formative Evaluation, *Information Needs, Library Administration, Library Networks, Library Planning, *Library Programs, Objectives, *Program Development, Program Evaluation, State Agencies, *Statewide Planning
Identifiers-Library Services and Construction Act, *Massachusetts

This supplement updating a 1977 publication explains changes and additions in the priorities and administration of library programs, services, and activities funded under the Library Services and Construction Act in Massachusetts. The functions and responsibilities of three state agencies Massachusetts Board of Library Commissioners, Massachusetts Board of Education, and Massachusetts Commission for the Blind and Regional Library for the Blind and Physically Handicapped are examined with regard to policies involving administration of library programs. The purposes, criteria, and priorities for seven programs are outlined as an action program for meeting state goals, and involve a statewide and regional impact program; a local impact program; a statewide education and training program; a statewide public relations program; a statewide standards program; and programs for the blind and physically handicapped and institutionalized. A 5-year graph for the action program is included. (CWM)

ED 174 215 IR 007 489

Local Government Information Systems A Study of USAC and the Future Application of Computer Technology.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency-Department of Housing and Urban Development, Washington, D.C.

Pub Date-76

Contract-H-1221

Note-60p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Computer Science, Cost Effectiveness, *Decision Making, Government Role, *Information Systems, Interagency Cooperation, *Local Government, Management Information Systems, Policy Formation, Privacy, *Program Evaluation, *Systems Development, Technology Transfer

This report addressed to policy making officials in local government deals with the role of federal assistance in future developments of information systems by local governments through an assessment of the Urban Information Systems Inter-Agency Committee (USAC) Program, which, beginning in 1970, provided grants to five municipalities Charlotte, North Carolina; Dayton, Ohio; Long Beach, California; Wichita Falls, Texas; and Reading, Pennsylvania to develop integrated, computer-based information systems. Recognizing the different management needs of government, these systems automate selected municipal functions, mostly in the area of delivery of services, and provide data for management decision making. An assessment of the program in 1974 indicated that, in general, the USAC Program, although it had significant impact on the development of information systems, had not met some stated objectives, due to underestimated cost and complexity of systems development within a limited time frame. This led to an examination of cost and benefit relationships of information systems and the transferability of systems or components. The program contributed a body of knowledge about how to approach the development of information systems, stressing the importance of involving elected and appointed officials in that process, and pioneered the application of computer technology in municipal functions. Since few governments have resolved the privacy issue, this and some related issues are also discussed. (CWM)

ED 174 216 IR 007 490

LSCA (Library Services and Construction Act, Title I) Special Project Reports, Fiscal Year 1976.

Massachusetts State Board of Library Commissioners, Boston.
Pub Date-77
Note-40p.; For related documents, see ED 148 384 and IR 007 488
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Federal Aid, Information Services, Library Cooperation, Library Planning, *Library Programs, *Library Services, Program Evaluation, *Public Libraries, State Programs
Identifiers-Library Services and Construction Act, *Massachusetts

This collection of reports provides the objectives, background information, project descriptions, and evaluations for 16 public library programs funded through the Library Services and Construction Act in Massachusetts during FY 1976. The projects reflect the efforts being made by librarians to provide services to segments of their population who had never been served, or who had been inadequately served, and include direct information service; outreach services for special children; books on wheels library service to shut-ins; HELP helping the elderly to library participation; initiation of a collection of library-produced career guidance videotapes; consolidation program children's facilities and programs phase; Dr. Hatfield project for learning disabled children and their parents; how-to-do-it information on videotapes; library loanable materials for physically and visually handicapped adults; Flint minibookmobile; expansion of media service to all user groups, particularly the elderly; a video artist in residence; a business of your own materials for the small business person and the working public; bookmobile service to the underserved; artist in residence; and a library service center for the hearing impaired. (CWM)

ED 174 217 IR 007 491

Simpson, George A.

Microcomputers in Library Automation.

Mitre Corp., McLean, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-MITRE-TR-7938
Pub Date-Dec 78
Grant-G007702308
Note-56p.; Photographs may not reproduce clearly
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Aids, Cataloging, *Computer Science, Library Acquisition, Library Administration, *Library Automation, Library Circulation, Library Reference Services
Identifiers-*Microcomputers

As librarians cope with reduced budgets, decreased staff, and increased demands for services, microcomputers will take a significant role in library automation by providing low-cost systems, solving specific library problems, and performing in distributed systems. This report presents an introduction to the technology of this low-cost, miniature computer and a description of its specific applications in libraries. The use of such computers in circulation, acquisition, serials control, reference, administration, and audiovisual services is covered, and current and probable future uses of the microcomputer in each of these areas are described. References are listed at the end of each chapter, and appendices provide glossaries of computer and library terms and a list of vendors supplying automated library systems. (Author/JD)

ED 174 218 IR 007 492

Oroszlan, Judith B.

The National Union Catalog and Its Role in Reference and Research in the Hungarian Field.

Pub Date-78

Note-9p.; Paper presented at the Annual Conference of the American Hungarian Educators' Association (3rd)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliographies, *Book Catalogs, *Cataloging, *Foreign Language Books, *Library Collections, Library Materials, Library Technical Processes

Identifiers-*Hungary, *National Union Catalog

The National Union Catalog (NUC), a repository of the cataloged holdings of major research libraries of the United States and Canada, has significance in the area of Hungarian studies despite special problems encountered in the separation of these cards from those in other languages and in editing Hungarian names and the use of accents. The Union Catalog is a valuable reference tool for researchers in Hungarian studies as it provides a bibliography of holdings for major United States and Canadian libraries in easily available book form. It also aids in cataloging, reference, and as a selection tool for library acquisitions. (CWM)

ED 174 219 IR 007 493

OMS Annual Report, 1978.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date-78

Note-26p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Activities, Bibliographies, *Library Associations, Programs, *Research Libraries

Intended to highlight challenges facing academic library managers and to review current activities and programs, this annual report of the Office of Management Studies (OMS) of the Association of Research Libraries describes 1978 activities and programs and considers 1979 priorities. In particular, the activities of four core programs are presented: (1) the Academic Library Program, initiated in 1978 and focusing on organizational change; (2) the Information Collection and Dissemination Program; (3) the Organizational Training and Staff Development Program; and (4) the Applied Research and Development Program. Various projects and programs are noted under each. A bibliography of OMS publications and related documentation in 1978 is also provided. (JD)

ED 174 220 IR 007 496

Lawton, Stephen B. And Others

A Path Analysis Model Using Sociological Variables to Examine User Satisfaction with On-Line Education Information Systems.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Dept. of Education, Toronto.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Critical Path Method, *Education, Evaluation, Input Output Analysis, *On Line Systems, Research Methodology, Systems Approach, Tables (Data)

Identifiers-*Educational Information System for Ontario

This paper presents a comprehensive framework for the evaluation of online bibliographic retrieval services and provides an example of its use with the Educational Information System for Ontario (EISO). A systems approach, incorporating traditional categories of input, output, process, and feedback, is used to develop the model; in its application, particular emphasis is placed upon assessing relationships between variables of interest at different stages in order to measure EISO user satisfaction. Methodology is described, including the sociological variables used to characterize EISO users; path diagrams and data tables are provided; and findings are discussed. (Author/JD)

ED 174 221 IR 007 497

Jackson, William J.

Policy Manual for a Computerized Search Service in an Academic Library.

Pub Date-15 Mar 79

Note-12p.; For related documents, see ED 127 912 and ED 144 557

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, Administrator Responsibility, Costs, Employee Responsibility, *Information Retrieval, *Library Reference Services, *On Line Systems, *Policy

Identifiers-*University of Houston TX

This proposed policy manual for the computerized information retrieval service of the University of Houston System outlines policies for specific elements of its operation: (1) users who is/is not eligible for service and for equipment use; (2) cost rates charged; (3) responsibilities of searchers maintenance of searching skills, scheduling of appointments and interviews, the search, the post-search; (4) responsibilities of the coordinator compiling statistical reports, liaison and contact, arrangement of equipment repairs and maintenance, publicity, supervision, recommendations; (5) responsibilities of the office secretary service to patrons, record keeping; (6) responsibilities of the library administration staffing, funding; (7) complaints; (8) policy approval and change. An appendix describes methods of payment for computer searches conducted at the University of Houston Libraries. (JD)

ED 174 222 IR 007 498

Patterson, Thomas H., Comp.

Major Bibliographic Tools of Political Science.

Maine Univ., Orono. Raymond H. Folger Library.
Pub Date-Feb 79
Note-18p.; For related document, see ED 151 007
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classification, Directories, Encyclopedias, Indexes (Locaters), Library Guides, *Political Science, *Reference Materials, Statistics, Subject Index Terms, *University Libraries, Yearbooks

Designed to introduce the student to some of the major bibliographic tools of political science found in the Raymond H. Fogler Library of the University of Maine at Orono, this guide provides a systematic approach to information sources in the manner of a pathfinder. Beginning with a list of articles that are useful for defining scope, the guide moves to a delineation of subject headings, call numbers and classification, then presents annotated lists of different types of reference materials: indexes and abstracts, bibliographies, biographical sources, constitutions, dictionaries, directories, dissertations, encyclopedias, events/reports/opinions, handbooks and manuals, statistical sources, style manuals, yearbooks, and government publications. Call numbers for all sources are included. (Author/JD)

ED 174 223 IR 007 499

Lancaster, F. Wilfrid, Ed.
Problems and Failures in Library Automation.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date-79
Note-11ip.; Proceedings of the 1978 Clinic on Library Applications of Data Processing (Urbana, Illinois, April 23-26, 1978)
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bureaucracy, Catalogs, Computer Science, *Library Automation, Library Circulation, Library Education, Library Networks, *Problems, Speeches
Identifiers-India

Drawn from the 15th Annual Clinic on Library Applications of Data Processing, held at the University of Illinois at Urbana-Champaign, the nine papers presented in this volume deal with problems or, in some cases, downright failures in the automation of various facets of library service. They range from a general survey of failures or limitations in library automation as a whole, to case studies of failures or problems encountered in specific applications or environments. Titles include What Hath Technology Wrought?'', Reactions to Failures in Library Automation,'' Problems of Government Bureaucracy When Contracting for Turnkey Computer Systems,'' The Ups, Downs and Demise of a Library Circulation System,'' So You Want to Build a Network,'' Automation of the Catalog: The Transition from Cards to Computers,'' Problems of Teaching Library Automation,'' Problems of Library Automation in India,'' and The Anatomy of Failure in Library Applications of Computer Technology.'' More abject failures are attributed to management ineptness and bureaucratic bungling than to inadequacies in existing technology. (Author/JD)

ED 174 224 IR 007 500

Proceedings of a Workshop on Area Patterns for Resource Sharing.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date-31 Mar 78
Note-46p.
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Interlibrary Loans, *Libraries, *Library Cooperation, Library Reference Services, *Regional Planning, *Resources, Statewide Planning
Identifiers-*Resource Sharing, *Wisconsin

On March 31, 1978, over 70 administrators of libraries, library staff members, and network representatives from all types and sizes of libraries in all areas of Wisconsin participated in a workshop to investigate alternative structures for providing interlibrary loan and reference referral services at the state and area levels. These proceedings from the workshop present the texts of the four speakers' addresses on the definition of resource sharing, resource sharing and new technology, state-level library resource development, and alternative patterns for resource sharing (unstructured, clearinghouse, multiple resource center). Also included is a description of the small group discussions session that considered the ideal patterns for each of nine geographical areas of the state. Summaries of those discussions are presented in tables that list the disadvantages and advantages of each pattern by the number of groups citing them. Appendices provide the workshop agenda, workshop goal and objectives, a list of workshop participants, and summaries of small group discussions by geographical area. (JD)

ED 174 225 IR 007 501

Natoli, Joseph P.

Qualitative Methods and a Phenomenological Perspective in Library Research.

Pub Date-76
Note-13p.
Pub Type- Opinion Papers (120) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Evaluation Methods, *Library Research, *Methods Research, Models, Observation, *Psychological Characteristics, Sampling, *Theoretical Criticism

A phenomenological approach to library research utilizing qualitative research methods is contrasted to a positivist-behaviorist approach utilizing quantitative methods. Psychological understanding of a situation attained by means of accurate description, and subjectivity and associated intentionality are presented as part of the phenomenological perspective. Criticism of various aspects of theory and hypothesis formulation, sampling, and observation is presented in the light of the phenomenological approach. The argument here is for the use of an appropriate research orientation in regard to those aspects of librarianship which cannot be treated justly according to the positivist-behaviorist model. (Author/CMV)

ED 174 226 IR 007 502

Monroe, Margaret E., Ed.

Seminar on Bibliotherapy. Proceedings of Sessions, June 21-23, 1978 in Madison, Wisconsin.

Wisconsin Univ., Madison. Faye McBeath Inst. on Aging and Adult Life.; Wisconsin Univ., Madison. Library School.

Pub Date-78

Note-186p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bibliotherapy, Guidelines, *Individual Development, *Librarians, *Literature Programs, *Older Adults, Psychologists, Psychotherapy, Speeches

These seven papers and the summary of discussion that accompanied their presentation represent the proceedings of a seminar on bibliotherapy conducted by the Library School of the University of Wisconsin. The papers were designed to distinguish the role of psychotherapist from that of librarian or educator in the bibliotherapeutic process, and to develop a clearer picture of the relationship of mental health professionals and librarians/educators in the theory and practice of bibliotherapy. Topics were chosen to probe the bibliotherapeutic process in general, and its application to older adults in particular. The papers are presented as available to the workshop participants, followed by summaries of the oral presentations. A brief topical summation of the discussion of the paper and oral presentation constitute a third section for each topic. The final chapter summarizes the substance of discussion that ran throughout the three-day session. Appendices include a list of the participants, guidelines for book analysis, and an orientation to the bibliotherapeutic process for librarians. (Author/CMV)

ED 174 227 IR 007 503

Baer, Eleanora A.

School Media Centers: A Handbook for Elementary Librarians.

Catholic Library Association, Greater St. Louis Unit, Mo.

Pub Date-78

Note-48p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cataloging, Classification, *Elementary School Libraries, Elementary Schools, Facility Inventory, Filing, *Instructional Materials Centers, Library Acquisition, Library Circulation, Library Material Selection, Publicize, Supplies

Standard procedures for organizing and operating elementary school media centers are presented in simplified form in this handbook for librarians. Topics covered include media selection, supplies, acquisition procedure, accessioning, classification, cataloging (both books and non-book printed materials), printed catalog cards, filing rules, inventory, vertical file materials, circulation, mending and binding, reports, and publicity. A glossary of terms and an index are provided. (Author/JD)

Jones, Roger A.

Selected Sources, Resources and Services at the New York University Bobst Library.

New York Univ., N.Y. Elmer Holmes Bobst Library.

Pub Date-Feb 78

Note-31p.; Best copy available

Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, Educational History, Government Publications, *Information Sources, International Relations, Journalism, *Library Collections, Mexican Americans, Migrants, Migration, Political Science, *Research Tools, *University Libraries

Intended for students and researchers at the Elmer Holmes Bobst Library at New York University, this document is comprised of a group of nine short research guides which present selected library resources on specific research areas or for specific student groups. Included are library resources for journalism students, a research guide on international relations, library orientation for bilingual education, sources and services for politics students, library orientation for Mexican-Americans, library resources on migrants and migration, sources for research in educational history, a guide to government documents, and a fact sheet on congressional information sources. The typical format in each provides a list of useful subject headings, an annotated list of such reference materials as indexes, journals, and books, and a description of supportive library services, primarily interlibrary loan. (JD)

South Dakota Public Library Trustees Manual.

South Dakota State Library, Pierre.
Pub Date- 79
Note-58p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Activities, Board Administrator Relationship, *Public Libraries, Qualifications, Records (Forms), Resources, Responsibility, Selection, *Trustees
Identifiers-*South Dakota

Intended to provide information which South Dakota Public Library Trustees may wish to use in the performance of their duties, this manual suggests useful practices and shares successful and desirable methods of representing the community through the library board, provides an up-to-date and reasonably comprehensive source of general information for practicing and potential trustees, and supplies material as background for discussion and decision-making by local boards. It includes definitions/descriptions of the trust, a good library, and good library trustees, as well as sections on trustee qualifications and responsibilities, activities, and resources. Checklists for a self-study of a small library, model policy statements and bylaws, a budgeting form with guidelines, a glossary, and a list of references are appended. (Author/JD)

ED 174 230 IR 007 506

Wessells, Michael B. And Others

A Study of the Braille and Talking Book Program in Ohio. Final Report.

Battelle Memorial Inst., Columbus, Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Library, Columbus.

Pub Date-13 Feb 79

Note-144p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Blind, Braille, Computers, Delivery Systems, Equipment Evaluation, Library Automation, *Library Programs, Library Services, *Physically Handicapped, Program Costs, *Program Evaluation, *Regional Libraries, Research Methodology, Talking Books, *User Satisfaction (Information)

Identifiers-*Ohio

This study evaluates user satisfaction and the cost effectiveness of the use of computer systems in the Braille and Talking Book Program of the Ohio Regional Libraries for the Blind and Physically Handicapped, and makes recommendations for patterns of service and funding. This report provides an executive summary as well as a 3-part presentation of aspects of the program. Part I covers present service: library services to the blind and physically handicapped in Ohio, delivery patterns, a telephone survey of program users, and an evaluation of present service and recommendations. Part II evaluates the regional library computer systems: elements of an automated circulation system for the Libraries for the Blind and Physically Handicapped, history of computerization at the Regional Libraries, evaluation, and costs. Part III discusses alternatives and recommendations for service structure and funding. Appendices provide the survey instrument used in the telephone survey of program users as well as a directory of the libraries and agencies involved in the program. (JD)

ED 174 231 IR 007 507

Aaron, Shirley L.

A Study of the Combined School Public Library. Phase II.

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency-Florida State Library, Tallahassee.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-96p.; For related documents, see IR 007 508 and ED 150 986

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cooperative Programs, *Library Programs, Library Research, *Library Surveys, *Public Libraries, School Districts, *School Libraries

This second part of a 3-phase study, which examined the potential of cooperative ventures and combination libraries for improving school and public library services in Florida, analyzed past and present attempts at mergers and multi-type library cooperative activities to assess the present status of combinations and library cooperation in the state. Data were collected through interviews with administrators of two community libraries in one county and questionnaires sent to directors of public library systems, directors of municipal libraries, and district school media supervisors throughout Florida. Inquiries about cooperative activities focused on (1) multi-type library cooperative activities most and least frequently engaged in; (2) advantages and disadvantages of multi-type library cooperation; (3) agencies, institutions, or other entities most often called upon to provide cooperative services or resources; (4) terms of formal multi-type library cooperative agreements; (5) major barriers to cooperation and methods of overcoming them; and (6) additional cooperative library activities desired by library directors and school media supervisors. Responses were categorized by type of library affiliation and analyzed to provide preliminary insights into the status of multi-type library cooperation in Florida. Appendices include the questionnaires and the interview schedule. (Author/CMV)

Aaron, Shirley L.

A Study of the Combined School Public Library. Phase III.

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency-Florida State Library, Tallahassee.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-21p.; For related documents, see IR 007 507 and ED 150 986

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Leaders, *Cooperative Programs, Library Planning, *Library Programs, Library Research, *Public Libraries, *School Libraries

Identifiers-Library Personnel

The development of a checklist was the principal activity of the third part of a 3-phase study examining the potential of cooperative ventures and combination libraries for improving school and public library services in Florida. This report includes the checklist, which was designed for use by community members working with professional library personnel in deciding on the best alternative for library services in a particular locality, together with instructions for its completion and the evaluation of responses. A summary of the major findings of a national study of combined school public libraries conducted in the first phase is followed by a discussion of the major conclusion reached: it is unlikely that a community able to support or now supporting separate types of libraries will offer better school and public library service through a combined program, although the combined program presents a possible alternative to limited or non-existent services under certain conditions. Recommendations based on findings of the study conclude the report. (CMV)

ED 174 233 IR 007 509

Penrod, James I. Craft, Larry N.

Thinking New System(s)? Some Action Items.

Pub Date-Dec 78

Note-51p.; Paper presented at the 1978 CAUSE National Conference (New Orleans, Louisiana, December 12-15, 1978) ; Best copy available

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Committees, Computer Oriented Programs, Data Bases, Educational Facilities, *Higher Education, Information Services, Information Systems, *Management Information Systems, *Organizational Change, *Planning, Seminars, *Systems Approach

Identifiers-Pepperdine University CA

The planning for, design, and implementation of information management systems in colleges and universities is approaching a state of adolescence as a science. Because rules cannot be devised with sufficient scope and depth to cover all institutional and systems contingencies, the necessary activities remain somewhere between magic and art. At least 10 different efforts should be made in the early stages of systems planning which relate to facilities management, a systems committee, the user liaison functions, seminars, data base management, advisory committees, implementation task groups, a procedures committee, user training, and evaluation. Attachments include a systems seminar model for increased participant consciousness in a planned organizational change, a systems seminar end-of-meeting evaluation instrument, a responsibility statement for data base administrators, user module checklist tables, and a university procedures committee responsibility matrix. (Author/CMV)

ED 174 234 IR 007 510

Henricks, Duane E.

U.S. Government Documents: A Guide to Sources of Information.

Southeast Missouri State Univ., Cape Girardeau. Kent Library.

Pub Date-79

Note-12p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Depository Libraries, *Government Publications, Indexes (Locaters), *Resource Guides, Statistics, Technical Reports

Identifiers-*Kent Library MO, *United States

Southeast Missouri State University's Kent Library is the only federal depository library in Missouri's 10th Congressional District and has a collection of over 150,000 U.S. Government documents. This resource guide identifies and describes the reference tools needed to access information in that collection. It includes short sections on basic document indexes, subject bibliographies, scientific and technical reports, historical searches, guides, statistics, and Congressional information; a title index is also provided. (JD)

ED 174 235 IR 007 511

Mortensen, Susan Allred

A Written Map Acquisition Policy: The Standardized Compared with Actual Map Library Practices.

Pub Date-Dec 77
Note-65p.; Student research paper
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Depository Libraries, *Library Acquisition, Library Collections, Library Material Selection, *Library Surveys, *Maps, *Policy

A standardized map policy was written based on information found in the literature for comparison with the methods which map libraries utilize in acquiring their collections. To determine the methods actually used by the field, a questionnaire was sent to 48 depository map libraries. Results substantiated the policy formulated for this study, that map librarians do use a tremendous variety of selection materials as described in the literature. Appendices include a description of the standardized map acquisition policy, the questionnaire instrument, a list of U.S. libraries with over 100,000 maps, and a list of libraries with between 50,000 and 100,000 maps. (Author/CMV)

ED 174 236 IR 007 512

Grenier, Patricia M.
A Concise Guide to the Process and Materials of Canadian Legislation.
Pub Date-79
Note-8p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developed Nations, Federal Government, *Information Retrieval, *Legislation, State Government

Official and unofficial tools are described in this brief guide for the uninitiated user who is searching for Canadian federal and provincial legislation and attendant regulations. The federal information presented is related to bills of the House of Commons and Senate, printing of legislative materials, standing and revised statutes, office consolidations, and statutory orders and regulations. Provincial materials have basically the same format as those for the federal jurisdiction. (CMV)

Slavin, Suzy M., Comp.
Theses and Dissertations: A Student's Guide to General Bibliographic Sources Available in the McGill Libraries.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date-79
Note-10p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Doctoral Theses, *Indexes (Locaters), International Educational Exchange, Library Guides, *Masters Theses, *Research Tools, University Libraries

Four guides and 10 national and institutional listings of bibliographic sources for locating theses and dissertations are described for the user of the McGill Libraries. Annotated listings cover national and institutional bibliographic sources in Canada, as well as national sources in the United States, Australia, France, Germany, Great Britain, Ireland, India, Soviet Union, Sweden, and Switzerland. Information for obtaining copies of dissertations is provided. (CMV)

ED 174 238 IR 007 514

Morris, Leslie R.

A Comparison of Cost Factors Used by OCLC Service Centers.

Pub Date-79

Note-16p.; Some tables may not reproduce because of smaller type size and light typeface

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, *Cataloging, Cost Indexes, *Costs, Economic Factors, Library Research, Marketing, *On Line Systems

Data were gathered on the costs charged by various service centers which contract Ohio College Library Center (OCLC) services to individual libraries, and charges were compared at the levels of 3,000, 10,000, and 20,000 FTUs per year. (An FTU is the first time a library uses a cataloging record to catalog a title in its collection.) It was concluded that OCLC contracting service centers charge various rates according to the volume of FTUs used, with low volume users generally charged more per FTU than high volume users. Although FTU costs generally decreased from 1977/78 to 1978/79, some users had their prices increased. A sample questionnaire is appended. (Author/CMV)

ED 174 239 IR 007 515

McClure, Charles R. Million, Anne

Distribution and Availability of State and Areawide Water Quality Reports in Oklahoma Libraries.

Oklahoma Univ., Norman. School of Library Science.

Pub Date-79

Note-27p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Conservation (Environment), *Depository Libraries, Federal Legislation, Government Role, *Information Dissemination, Library Surveys, *State Surveys, *Water Pollution Control

This report examines the distribution and availability of water quality reports in the state of Oklahoma. Based on legislation from the Clean Water Act and regulations from the Environmental Protection Agency's Public Participation Handbook for Water Quality Management,'' depository libraries must be established to provide citizen access to various water quality reports. Results from a survey questionnaire investigating the effectiveness of the depositories in Oklahoma suggest that the depository system has been ineffective in accomplishing its mandated responsibilities. Appendices include a list of agencies and depository libraries, tabulated responses of the survey of depository libraries receiving water quality materials from the three agencies designated by the governor of Oklahoma, and sources for additional information. (Author/CMV)

ED 174 240 IR 007 516

Jahoda, Gerald And Others

The Effect of On-Line Search Services on Chemists' Information Style.

Florida State Univ., Tallahassee.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Mar 79

Grant-DSI75-09604-A01

Note-325p.

Pub Type- Information Analyses (070) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Changing Attitudes, Information Needs, *Information Retrieval, *Information Utilization, *On Line Systems, Questionnaires, Research Methodology, *Scientists, Tables (Data), User Satisfaction (Information)

Identifiers-*Chemists, User Characteristics

Online searches of bibliographic databases were conducted for scientists and technologists in one academic and one industrial setting. In order to determine the effect of this new technological development on its users' information-seeking habits, and to determine how, how often, and with what satisfaction online search services are used, records of use were maintained, and both users and nonusers of the online search service in the two environments were surveyed prior to the start and at the conclusion of the project's first phase. In the first phase, free, mediated (searched by information specialists) search service was provided; in the second phase, mediated search service at half the computer connect and offline printing costs was provided; and in the third phase, free searches were conducted by final user of the information. No striking change in information style that held true for both settings could be identified. Data on over 900 uses of online search service by almost 200 users are broken down and analyzed by such factors as information sources used prior to requesting online search service, amount of negotiation time required, number of non-retrieved relevant documents, and user satisfaction with currency, size, and utility of search output. (Author/JD)

ED 174 241 IR 007 517

Rollins, Gene

Energy Documents for the Layman: An Annotated Bibliography.

Pub Date-10 May 79

Note-26p.; Student paper at University of Texas Graduate School of Library Science

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Energy, *Energy Conservation, Federal Legislation, *Government Publications, Laymen, Policy, Search Strategies, Solar Radiation

This annotated bibliography of 90 post-1970 United States Government Documents and some Texas State Documents on energy conservation for the non-scientist provides overviews and analyses of the general energy situation and the energy crisis, U.S. energy policy and legislation, governmental and individual conservation measures, and alternative future sources of energy. The items were selected for use by high school and undergraduate students, and teachers and librarians working with these groups; the document search strategy and an overview of the findings are discussed. Most of the publications listed are depository items, and many are for sale by the Government Printing Office: Superintendent of Documents classification numbers are included. (CWM)

ED 174 242 IR 007 518

Hood, Paul D.

Indicators of Educational Knowledge Production, Dissemination, and Utilization: A Conceptual Framework.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Grant-OB-NIE-G-78-0203

Note-90p.; For a related document, see IR 007 519

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Educational Resources, Federal Programs, *Information Dissemination, Information Processing, Information Services, *Information Systems, Information Utilization, Predictor Variables, State Programs

Identifiers-Educational Dissemination Systems Support Program

This report describes the conceptual framework of a study examining the feasibility of developing, on a nationwide basis, a system of statistical indicators of educational knowledge outputs, dissemination structures, and knowledge utilization settings and outcomes, along with their contextual indicators. Using the notion of social indicators to measure educational knowledge production and utilization, a model of a functional system of indicators consisting of four major components was developed: (1) production output indicators reflect the extent and ways in which the educational knowledge production community organizes and transforms knowledge in all its forms; (2) dissemination structure indicators display how resources are allocated across educational sectors and geographic areas; (3) utilization indicators provide information regarding request and usage rates by geographic or educational sectors for types of institutional and individual consumers of educational knowledge, products, and services; and (4) contextual indicators may be used to predict or explain the patterning of other types of indicators using demographic and geographic data. These indicators are examined in terms of major dimensions that may prove useful in a conceptual mapping of the indicator domain, and then in terms of implications of this dimensional mapping for the selection or development of indicators. (Author/CWM)

ED 174 243 IR 007 519

Hood, Paul D. Blackwell, Laird R.

Indicators of Educational Knowledge Production, Dissemination, and Utilization: Exploratory Data Analyses.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-28 Feb 79

Grant-OB-NIE-G-78-0203

Note-79p.; For a related document, see IR 007 518

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Data Analysis, *Educational Resources, Federal Programs, *Information Dissemination, Information Processing, Information Services, *Information Systems, Information Utilization, Predictor Variables, State Agencies, *State Programs, Typology

Identifiers-Educational Dissemination Systems Support Program

This report describes and analyzes statistical indicators of educational knowledge production and dissemination capability, presenting data at both the state and regional levels of aggregation. Three factors underlie 12 statistical indicators: a document production and access factor, a human-based linkage and exemplary practices factor, and a state planning and capacity building factor. A score of selected demographic, economic, and educational measures are used as potential predictors of the knowledge production and dissemination indicators. Factor analysis of these measures produces seven "predictor" factors: (1) staff size and number of educational agencies; (2) educational expenditures; (3) relative expenditure effort; (4) population and institutional density; (5) population change; (6) Intermediate Service Agency (ISA) service level, and (7) Teacher Center (TC) service level. Multiple and canonical correlation analyses demonstrate that the size factor alone is a powerful predictor of all indicators that are based on counts. Hierarchical grouping analyses of the 50 states and the District of Columbia are made separately, and the state-level data are aggregated by the ten United States Office of Education (USOE) Regions, based first on production and dissemination indicators, and then on contextual predictors. (Author/CWM)

1978 Inventory of Pennsylvania Library Cooperative Organizations.
Pennsylvania State Library, Harrisburg.
Pub Date-79
Note-163p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Delivery Systems, *Library Associations, *Library Cooperation, Library Networks, Library Services, State Surveys, Tables (Data), Telecommunication
Identifiers-*Pennsylvania

Intended for Pennsylvania librarians, those who use libraries, and those responsible for libraries, this directory of cooperative library organizations in the state provides information on current operating programs and describes those which may be appropriate for libraries not now participating in them. With few exceptions, the members of the organizations listed are institutions rather than individuals; organizations whose members are personal rather than institutional are listed only if their reported activity indicates institutional commitment to cooperation, and public library systems are not included. The format for each listing includes mailing address, telephone number, name of chief executive officer, expiration date of his term, name of chief administrative officer, purpose statement, basis of organization, description and number of membership, funding sources, publications, and services to nonmember libraries. Tables present services provided through membership, communication links between members, and delivery services available through membership. Also included are lists of the members of cooperative library organizations by name of library and by name of organization. (Author/JD)

ED 174 245 IR 007 523

Fahs, Ingeborg G. Gagne, Robert M.

R & D Products: Search, Retrieval and Utilizatior

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0089
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 9-13, 1979)
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Elementary Schools, Evaluation, *Information Retrieval, *Information Utilization, *Search Strategies
Identifiers-*Florida Education Research and Development Program

The Florida R & D Utilization Project has two major goals: to provide schools with access to the best available R & D products and practices to resolve local needs, and to assist schools in developing a capacity for diagnosing and resolving instructional and other problems. This paper describes the 7-step conceptual model that governs the activities of the central search agency that was established to help the 28 participating elementary schools accomplish the first goal. Sections of the paper correspond to steps in the model: describing the problem, interpreting the problem statement, conducting the search, retrieving the outcomes, screening the outcomes, considering the options, and preparing for adoption/adaption. A project evaluation related to utilization is also presented, as well as general implications suggesting that it is possible to develop and implement a program of R & D utilization which is based upon local school problem solving. (Author/JD)

ED 174 246 IR 007 530

Aubrey, Irene E., Comp.

Animals in Canadian Children's Books (Livres Canadiens sur les Animaux pour les Jeunes).

National Library of Canada, Ottawa (Ontario).
Pub Date-78
Note-18p.
Language-English; French
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Canadian Literature, *Childrens Books
Identifiers-*Animals

French and English annotations for each of the 41 Canadian children's books that involve animals are provided in this bibliography; books listed are in English or French, with some bilingual items, including one in English and Ojibwa. Bibliographic information for each title includes author's name, illustrator's name (if illustrated); photographer's name (if includes photographs), imprint, and pagination. An index to the books is also given, containing the names of authors, illustrators, photographers, titles in both languages, and awards received. Selected subject headings in the index provide access to the fauna and flora indicated in the titles of the works or in their annotations. (Author/JD)

ED 174 247 IR 007 531

Annotated Bibliography of Human Factors: Laboratory Reports (1945-1968). Supplement Naval Training Equipment Center, Orlando, Fla. Human Factors Lab.
Report No.-NAVTRAEQUIPCEN IH-158
Pub Date-Apr 78
Note-35p.
Available from-National Technical Information Services (NTIS), 5258 Port Royal Road, Springfield, Virginia 22161
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Assisted Instruction, *Human Engineering, *Military Training, Performance Factors, Simulators, Systems Approach

A complete bibliographic reference and an abstract are given for each publication of the Human Factors Laboratory from 1976-1978, including journal articles and conference proceedings papers which members of the Laboratory published during the same period. Three indexes index by source (contractor or in-house), author index, and subject matter index are also provided. (Author)

ED 174 248 IR 007 532

Pasick, Adele

Annual Staff Conference of the Regina Public Library.

Pub Date-2 Jun 77

Note-18p.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, Interviews, *Library Services, *Public Libraries, Sex Differences, Social Change, Television Viewing

Identifiers-*Canada, Library Users

This transcript of a presentation at the 1977 annual staff conference of the Regina Public Library discusses a children's services study conducted during the year and places it in the context of the total services of the library. Results of over 600 interviews with children concerning library use, television viewing habits, and differences between girls and boys in their library activities, are summarized, and the effects on children's services of changes in society, such as the information-seeking emphasis of school curricula and the influence of television, are considered. Modifications in both children's services and adult services are proposed in the conclusion. (JD)

ED 174 249 IR 007 533

Lowry, Glenn R.

Application of a Collection Loss Rate Determination Heuristic to the Brigham Young University, Harold B. Lee Library Collection.

Pub Date-Apr 77
Note-17p.; For related document, see ED 150 574; Student research paper
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Book Thefts, *Library Collections, Library Research, Research Methodology, Tables (Data), *University Libraries
Identifiers-*Brigham Young University UT

The Brigham Young University Harold B. Lee Library installed a theft-detection system, the Tattle Tape'' system marketed by 3M Corporation, to counteract the theft of items from its collection. This research report describes a study that statistically estimated the loss rate for the entire collection and for various broad classes within the collection as well. Methodology is described, and an analysis of data, supported with tabulated data, is presented. Findings suggest that, while the estimated loss rate for the entire collection, 4.94 percent, does not seem alarmingly excessive, estimated loss rates in three broad classes, the 100's (13.28 percent), 400's (22.22 percent), and 500's (12.91 percent), indicate an urgent need for further study. (Author/JD)

ED 174 250 IR 007 534

Schildhauer, Carole

Bibliographic Instruction I: Development of an Instructional Program.

Pub Date-Jun 78
Note-8p.; Paper presented at the Annual Meeting of the Special Libraries Association, Chemistry Libraries Division (Kansas City, Missouri, June 1978); For related document, see IR 007 535
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Instructional Programs, *Library Instruction, Special Libraries, University Libraries

The evolution of an integrated library instruction package is discussed, and guidelines are provided for the systematic development of a particular program. Topics considered include choice of topic, definition of audience, instructional objectives, writing the script, and evaluation of the program. (Author/JD)

ED 174 251 IR 007 535

Cipolla, Katharine G.

Bibliographic Instruction II: Production of an Instructional Program in a Non-Print Medium.

Pub Date-Jun 78

Note-10p.; Paper presented at the Annual Meeting of the Special Libraries Association, Chemistry Libraries Division (Kansas City, Missouri, June 1978); For related document, see IR 007 534

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, Criteria, *Instructional Design, Instructional Programs, *Library Instruction, Material Development, *Media Selection, Special Libraries, University Libraries

Focusing on the problem of choosing a presentation medium, this paper discusses instructional considerations involved in the production of bibliographic instructional programs in non-print media. The practical and economic characteristics and level of abstraction are differentiated for audiotape, slide/tape, videotape, and film, and appropriate media are suggested for bibliographic topics, visual/static subjects, and involved topics. Production steps that follow the choice of medium are noted, and some problems in their use are identified. (JD)

ED 174 252 IR 007 536

Rossmiller, Richard Otto, Wayne

Bibliography of Publications. 1979 Supplement.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Grant-OB-NIE-G-78-0217

Note-76p.; For related document, see ED 163 944

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cognitive Development, Computer Managed Instruction, Educational Change, *Educational Research, Elementary Secondary Education, Evaluation Methods, *Individualized Instruction, Mathematics Education, Reading Research, School Community Relationship

This annotated bibliography of publications by the Wisconsin Research and Development Center for Individualized Schooling provides teachers and administrators with information sources that could improve individualized instruction and learning in elementary and secondary schools. Seventy-one technical reports, theoretical papers, and working papers are listed in six sections: (1) studies of instructional programming for the individual student, (2) studies of administration and organization for instruction, (3) studies in language (reading and communication), (4) studies in mathematics, (5) studies of the implementation of individualized schooling, and (6) evaluation practices in individualized schooling. Also included are a numerical listing of reports/papers, and information on obtaining the documents. (JD)

ED 174 253 IR 007 537

Dalton, Phyllis I.

Coos Cooperative Library Service: Guidelines for Cooperative Library Service, Coos County, Oregon.

Coos County Library Association, North Bend, Oreg.

Pub Date-79

Note-95p.; Appendices on colored paper may not reproduce

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cost Effectiveness, *Financial Support, Instructional Materials Centers, *Library Cooperation, *Library Planning, *Library Services, Maps, Outreach Programs, Pilot Projects, Public Libraries, Regional Characteristics, Special Libraries

A comprehensive plan for the development of equitable library service on a cooperative and cost effective basis in Coos County is presented in this report. Topics covered are library resources and services in the county, cooperative library service organization, utilization of total resources and services, special needs and special services, staffing, planning and implementation, funding, governmental relationships, and an alternate plan. Other sections of the report provide such characteristics of Coos County as geography and climate, characteristics of library service in the county, and recommmended pilot projects. Appendices include the basic assumptions of the report, library statistics, maps, and selected references. (JD)

ED 174 254 IR 007 538

Clouse, R. Wilburn, Ed.

The Expected Role of Beginning Librarians: A Comparative Analysis from Administrators, Educators, and Young Professionals. Proceedings of a Conference.

Spons Agency-Tennessee Library Association, Nashville. Education Committee.

Pub Date-Mar 79

Note-68p.

Available from-Director's Office, MSU Libraries, Memphis State University, Memphis, Tennessee 38152 (J.W. Brister Library Monograph Series #9, $5.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Libraries, *Comparative Analysis, *Librarians, Library Education, Public Libraries, *Role Perception, School Libraries, Special Libraries, *Staff Role

The papers included in this volume constitute the proceedings of a conference on the theme of the expected role of the professsional librarian in an academic library, a public library, a school library, and a special library. Grouped under these four different library headings, the papers present the viewpoints of library administrators, library science educators, and young practicing professionals, and provide a comparative analysis of the expected roles. The appendix lists the conference attendees. (Author/JD)

Federal Laboratory Consortium Resource Directory.

Federal Laboratory Consortium, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C. Office of Intergovernmental Science Programs.
Pub Date-Sep 78
Contract-NSF-77-047
Note-391p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Federal Government, *Laboratories; Research Projects, *Sciences, *Technology, Technology Transfer

Designed to bridge the communication gap between the Federal Laboratory Consortium (FLC) and public and private sectors of the country, this directory has been prepared as a compilation of scientific and technical research and development activities at federal laboratories, which are directing technology transfer efforts toward increasing the use of their research results by decision makers and operational agencies in the public and private sectors. The directory is organized in three parts: Part I contains a map indicating the various regions of the FLC, an alphabetical listing (by abbreviation) of the member laboratories, a list of participating laboratories/contacts by geographic region, and a list of the CONTAC (Contacts for Technological Area Coordination) laboratories. An alphabetical listing of FLC laboratories provides quick cross reference for the following sections, and a list of CONTAC Laboratories indicates the primary laboratory that may be contacted for each major application area. Part II is a rundown of the major application areas and the laboratories with expertise in these areas. Information sheets for each laboratory indicate specific scientific and technological areas of expertise and the contact person for that facility. Finally, Part III provides examples of laboratory technology transfer projects in a majority of the scientific and technological activities. (Author/JD)

ED 174 256 IR 007 548

Nichols, Margaret Irby

Handbook of Reference Sources. Second Edition.

Texas State Library, Austin. Dept. of Library Development.

Pub Date-79

Note-341p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Athletics, Geography, *Library Material Selection, *Public Libraries, *Reference Books, Technology, Theater Arts, Visual Arts

Identifiers-*Texas

Designed to serve as a selection aid for small public libraries and to list important sources available through the major resource centers of the Texas Library System, this bibliography lists 804 annotated reference sources with 126 additional works named within the annotations. The books are grouped into 18 major areas, each of which is broken down into smaller subsets: (1) Bibliographies, (2) General Reference Tools, (3) Encyclopedias, (4) Dictionaries, (5) General Biography and Genealogy; (6) Literature, (7) Visual Arts, (8) Performing Arts, (9) Philosophy and Religion, (10) Social Sciences, (11) Geography and Archaeology, (12) Education, (13) Political Science and Law, (14) Business and Economics, (15) History, (16) Sports, Hobbies, and Recreation, (17) Science, and (18) Applied Sciences. Of the total number of references (930), 310 are starred as most suitable for selection by a small library, and prices and International Standard Book Numbers are provided for most items. An index is included. (Author/JD)

ED 174 257 IR 007 549

Lukenbill, Shirley Hollingsworth, Anne

In Search of Texas Treasures'' 1979. A Librarian's Planning Handbook.

Texas State Library, Austin. Dept. of Library Development.

Pub Date-79

Note-73p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Childrens Literature, Folk Culture, *Library Planning, *Library Programs, Program Descriptions, *Reading Programs, *Resource Materials

Identifiers-*Texas

This handbook provides planning, resources, and activities guidelines to assist libraries in implementing the Texas Summer Reading Club program for 1979 on folklore, the theme of which is In Search of Texas Treasures.'' The manual is designed to aid those new at organizing a Summer Reading Club program and to complement activities already scheduled. Guidelines cover the setting of goals and objectives, plans for implementing objectives, and program evaluation. As part of the planning process, the identification and compilation of library and community resources are discussed. Specific activity ideas outlined for the program include an oral history project, arts and crafts programs, ideas for bulletin boards, a program on cowboys, a game on Texas wildlife, and mini-programs. The annotated subject bibliography which is appended covers the areas of children's literature, crafts and games, drama and puppetry, folklore, pirates and buried treasure, planning and publicizing library programs, storytelling, and Texas cultures and history. (CWM)

ED 174 258 IR 007 550

Euster, Joanne R.

Libraries of Jesuit Colleges and Universities. Annual Survey, 1977-78.

Association of Jesuit Colleges and Universities.

Pub Date-Mar 79

Note-13p.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, *Church Related Colleges, Library Collections, Library Expenditures, Library Facilities, Library Services, *Library Surveys, Personnel Data, Salaries

Identifiers-*Jesuit Colleges

This report contains statistical data for 24 member institutions of the Association of Jesuit Colleges and Universities in the areas of collections, facilities, services, staffing, and expenditures, based on the 1977-78 fiscal year. Responses to a survey were received from 24 member libraries; however, only 17 respondents reported complete or partial personnel and salary information. A directory of member libraries is included. (CWM)

ED 174 259 IR 007 551

McCabe, Gerard B.

The Library Committee of the Capitol Consortium for Continuing Higher Education, Richmond, Virginia.

Pub Date-3 May 79

Note-10p.; Paper presented at the Biennial Institute Collection Development Update (8th, Richmond, Virginia, May 3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Libraries, *Adult Education, *Consortia, Financial Support, *Higher Education, Library Associations, *Library Cooperation, Library Networks, Public Libraries, Resource Allocations

Identifiers-*Capitol Consortium for Continuing Higher Education

This report on the work of the Library Committee of the Capitol Consortium for Continuing Higher Education, one of six regional Consortia in Virginia, focuses on cooperative projects, including a proposal for a Periodicals in Richmond Area Libraries List. The proposed list, which is judged essential for resource sharing and for continuing education library support in a 12-county area, will follow a MARC format and other recommended standards for machine compatibility. Disposition of college program funds by the committee is also discussed as a brief review of cooperative library efforts in the Richmond area over the last decade. (Author/CWM)

ED 174 260 IR 007 552

Library Service Enhancement Program, 1976-1977. Presbyterian College Library.

Presbyterian Coll., Clinton, S.C. Library.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-2 Jun 77
Note-56p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Libraries, Cooperative Teaching, Curriculum Planning, Educational Improvement, Higher Education, *Library Instruction, Library Programs, Library Services, *Library Skills, *Program Evaluation, Program Proposals
Identifiers-*Library Service Enhancement Program

This document contains the program proposal, interim reports, and final report of the program evaluation for a program of bibliographic instruction which is part of the curriculum, and taught by faculty working with librarians at Presbyterian College. Objectives were based around three assumptions: (1) a close working relationship with faculty is essential to a teaching library; (2) teaching of library skills must be built into the 4-year curriculum and adapted to the needs and capabilities of the individual student; and (3) trained student assistants acquire skills, competencies, and attitudes which can be of great benefit to them and to other students. Instructional material included library guides, term paper clinics, and library methods courses. In addition, librarians and faculty were involved in conferences, visits to other teaching libraries, department meetings, literature searching, workshops, and holdings surveys in order to improve bibliographic classroom instruction. An evaluation of the program by the library director and academic dean indicated that the faculty were responsive, the pedagogical competence of the teaching staff improved, and the students acquired library skills. (CWM)

ED 174 261 IR 007 553

Library Service Enhancement Program. Tusculum College. Final Report: July 1, 1977-June 30, 1978.

Tusculum Coll., Greenville, Tenn.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-30 Jun 78
Note-88p.; Quality of type varies; Best copy available
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Libraries, Educational Improvement, Higher Education, Instructional Materials, *Library Instruction, Library Planning, Library Services, *Library Skills, *Program Evaluation
Identifiers-*Library Service Enhancement Program

This document presents the quarterly reports including narrative, summary, and financial reports, program evaluation, instructional materials, and supporting documents for the Library Service Enhancement Program (LSEP) at Tusculum College, an instructional program designed to ensure the bibliographic competency of all graduating sociology/social services majors. Major activities undertaken under the LSEP involved faculty development activities, course-related bibliographic instruction in the disciplines of English, biology, education, and sociology/social services, and long-range planning with classroom faculty. These activities are outlined by the project librarian and the results are discussed in the library director's program evaluation. This evaluation analyzes program objectives, staff and faculty activity, integration into regular library services, effects on students, and program usefulness. Comments and observations on the effectiveness of the LSEP and its contribution to the institution's educational goals are contributed by the academic dean. The LSEP proposal, instructional materials, and pertinent correspondence are appended. (CWM)

ED 174 262 IR 007 554

Smith, Jane Bandy
Library Skills for Primary Grades.
Pub Date-77
Note-46p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Evaluation Methods, Instructional Materials, *Instructional Programs, *Library Skills, *Primary Education, Teaching Methods

A field-tested instructional program that successfully taught library location and retrieval skills to second and third graders is described in this report; materials and teaching strategies used in the program are included. The main instructional materials are student worksheets that have a dinosaur theme and numerous primary-type drawings. Activities such as dot-to-dot, matching, and drawing are used to teach the following objectives: (1) procedure for book check-out; (2) recognition that the Dewey Decimal symbols designate nonfiction books; (3) recognition that letter combinations designate fiction books; (4) recognition that subject cards have a capitalized top line; (5) location of the call number on a catalog card; (6) location of the corresponding call number on a book; and (7) recognition that subjects are arranged in sections in a library. Evaluation of this teaching program was a hands-on activity with students working in pairs to identify a book through a subject catalog card and to locate it on the shelf. Scheduling of this program is adaptable to varying time frames: daily, weekly, or bi-weekly. (Author/JD)

ED 174 263 IR 007 555

Springfield, Charlotte Anderson, E. Chris

The Linking Agent and FLS: Research Supported Assumptions about Linkage.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Environment, Educational Research, *Elementary Secondary Education, *Information Networks, Information Utilization, Inservice Education, Models, Problem Solving, *Staff Role
Identifiers-Educational Information, *Florida Linkage System, *Linking Agents

This paper describes the Florida Linkage System (FLS), which was designed to help schools throughout the state improve their problem-solving processes and knowledge utilization. While the system's goals are listed and a model for its linkage strategy is outlined, the major portion of the report discusses three findings about the linkage strategy and implications for the linking agent's role in each: (1) money and information networks are important but not sufficient to effect changes in educational practice; (2) continuously available help from a process agent, i.e., a linker, sustains school-based commitment; (3) training which enhances the professional climate of schools by improving the process skills of teachers and administrators (e.g., communication, leadership, planning, and decision making), as well as their problem identification and solution selection skills, is effective. (Author/JD)

ED 174 264 IR 007 695

Schmierer, Helen F. Pasternack, Howard

Study of Current and Potential Uses of International Standard Book Number in United States Libraries. Final Report.

Committee for the Coordination of National Bibliographic Control, Washington, D.C.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.; National Commission on Libraries and Information Science, Washington, D. C.; National Science Foundation, Washington, D.C.

Pub Date-23 Mar 77

Note-132p.; Some tables are illegible because of small print size

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Cataloging, *Interlibrary Loans, Libraries, *Library Acquisition, *Library Circulation, Tables (Data), *Use Studies

Identifiers-*International Standard Book Number

Summarizing a literature review and three questionnaire surveys, this study reports on the amount and types of both current and potential use of the International Standard Book Number (ISBN) by United States Libraries. It is divided into five parts: (1) literature survey and analysis, including the library use of ISBN in cataloging, circulation, interlibrary loan, and acquisitions; (2) questionnaire survey of libraries; (3) questionnaire survey of library supervisors of large urban school systems; (4) questionnaire survey of vendors of technical processing services to libraries; and (5) conclusions and recommendations. Each of the survey sections discusses the sample population and questionnaire design and provides an analysis of the questionnaire responses. Data are displayed in 44 tables. (JD)

ED 174 265 IR 007 774

The Subject Access Problem Opportunities for Solution: A Workshop.

Committee for the Coordination of National Bibliographic Control, Washington, D.C.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.; National Commission on Libraries and Information Science, Washington, D. C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Oct 78
Note-81p.; Workshop given by The Committee for the Coordination of National Bibliographic Control (Springfield, Virginia, October 18-20, 1978)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Abstracting, *Change Strategies, Cooperation, Indexing, Information Needs, *Information Retrieval, *Problems, Standards
Identifiers-Authority Files, *Subject Access

This report presents the recommendations of 35 workshops participants, drawn from a variety of backgrounds and information environments, which

was organized to: (1) highlight the role of subject access with the emphasis on the needs of the information seeker; (2) compare techniques for subject access now being used in the library and the abstracting and indexing (A&I) communities, including applicable research efforts; (3) emphasize the role and nature of authority files in subject access control and facilitation; and (4) seek opportunities to improve information preparation for subject access through better functional interconnection and integration across all communities, and to promote the use and enhance techniques for subject access to classes of publications not now adequately covered. The report includes an executive summary, background information on the subject approach to accessing information, a description of the workshop design, 20 definitions of "subject access," a summary of workshop proceedings, draft recommendations from the discussion groups, and a final synthesis with action recommendations. Appendices provide the keynote address by F. Wilfred Lancaster, (Subject Access in Perspective), an address by Margaret T. Fischer (Subject Access: Challenges for the Future), and lists of participants and observers. (Author/JD)

JC

ED 174 266 **JC 780 448**

Charters of Accountability, 1978-79.
Johnson County Community Coll., Overland Park, Kans.
Pub Date- 78
Note-207p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Accountability, *Administrative Organization, *Administrator Responsibility, College Administration, Community Colleges, *Junior Colleges, Middle Management, Occupational Information, Organizational Development, *Power Structure, Student Personnel Workers, Supervision

The three major organizational divisions at Johnson County Community College consist of the Office of the President, the Academic Branch, and the Operations Branch. In the three parts of this report, organizational charts are presented for each major division that display principal supervisory personnel, e.g., vice-presidents, deans, and directors. A detailed job description (called a Charter of Accountability) is included for each position. The job descriptions outline (1) mission of the job; (2) position responsibilities; (3) goals and objectives for the job for 1978-79; (4) delegated management authority; and (5) summary of the charter. Part I of the report includes the charter for the president, assistant to the president, and the director of educational data systems. Part II includes the academic vice-president and an assistant, the director of institutional research, and the deans of instruction and student services. Also included in this section are charters for directors of the eight academic departments (business, communications, continuing education, engineering, humanities, library science, health science, and physical development) and four student service divisions (admissions, community services, regional center, and student development). Part III includes charters for the operations vice-president and the business manager, and the seven directors of facilities and related auxiliary services. (DR)

ED 174 287 JC 780 485

DeVault, Mike Lee, Marilyn

Texas Student Information System Graduate/Completer 1977 Sub-System. A Follow-Up Study.

Austin Community Coll., Tex.

Pub Date-Jun 78

Note-110p.; Not available in paper copy due to the marginal reproducibility of the original document

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Students, Caucasian Students, Community Colleges, Degrees (Titles), Educational Interest, Employment Patterns, Ethnic Status, Females, Followup Studies, *Graduate Surveys, Junior Colleges, *Junior College Students, Males, Mexican Americans, *Participant Satisfaction, Relevance (Education), Salaries, *Student Characteristics, Student Evaluation of Teacher Performance, Transfer Students

Identifiers-Student Objectives

A follow-up study was conducted of students who received a degree, diploma, or certificate from Austin Community College (ACC) in May 1977 to determine their level of satisfaction; 63% (N 189) of the surveyed group responded. Results were tabulated for the group as a whole and for the following subgroups: those receiving Associate of Arts, Associate in Science, and Associate in Applied Science degrees; those who completed certificates; male and female respondents; and Blacks, Hispanics, and Whites. The survey instrument focused on employment and salary information; ratings of instructional and noninstructional college services, fulfillment of individual needs by courses and programs, and preparation for transfer or employment; relevance of training to job; educational objectives and future interest; and transfer problems. Of all respondents, 58% were employed full-time with 64.4% reporting jobs directly or closely related to their area of study. The average monthly salary of employed graduates was $866.49; however, the average earnings of female graduates were less than that of males. Of respondents, over 80% rated quality of instruction and instructor interest as good or very good. Appendices contain comparisons of instructional and student services by program, sex, and ethnicity, as well as employer information and the survey instrument. (DR)

ED 174 268 JC 790 096

Davison, Richard L.

Fall 1978 Enrollments: North Dakota Institutions of Higher Education.

North Dakota Postsecondary Education Commission, Bismarck.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-115p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Age, College Credits, College Programs, *College Students, *Enrollment, Ethnic Groups, Females, Graduate Students, Junior College Students, Males, Marital Status, Part Time Students, Place of Residence, *Postsecondary Education, *State Surveys, *Student Characteristics, Transfer Students, Undergraduate Students
Identifiers-*North Dakota

Seventeen numerical tables and two geographic maps display enrollment data for 13 postsecondary institutions in North Dakota. Data tables present: (1) headcount enrollment by grade level for each institution; (2) full-time enrollments; (3) total student credit hours of part-time students; (4) full-time equivalent (FTE) enrollments of part-time students; (5) total enrollment including full-time students and FTE of part-time students; (6) full-time enrollments based on total student credit hours; (7) nonresident headcount undergraduate enrollments by state; (8) graduate and professional headcount enrollments by state nonresident; (9) headcount enrollments by county of residence for North Dakota students (displayed on geographic maps of the state); (10) headcount enrollments by race at North Dakota colleges; (11) headcount enrollments by citizenship, veteran status, sex, marital status, and transfer status; (12) headcount enrollments by campus residence; (13) headcount of majors by colleges and universities (excluding graduate, professional, and two-year programs); (14) one- and two-year programs offered, by institution; (15) headcount enrollments of graduate and professional programs; (16) headcount of majors by student and course level for colleges and universities; and (17) total student credit hours produced by course level and student grade level. (DR)

Average Hours Taken by Students Fall 1978 as Compared Against Previous Years and an Analysis of SCH Production. Institutional Research Report No. 78/79-3.

Mississippi Gulf Coast Junior Coll., Perkinston.
Pub Date-7 Dec 78
Note-8p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Education, *College Credits, Community Colleges, *Enrollment Trends, Full Time Students, *Junior Colleges, Junior College Students, Multicampus Colleges, Part Time Students, *Technical Education, *Vocational Education

In Fall 1978, the number of student credit hours (SCH) taken by students enrolled full- and part-time in academic, technical, and vocational programs at Mississippi Gulf Coast Junior College were analyzed and compared to similar statistics gathered in 1975, 1976, and 1977. Results of the analysis indicate: (1) average hours taken by full-time academic students remained fairly constant during these years, averaging 15.1 hours in 1978; (2) average SCH taken by part-time academic students decreased steadily from 5.9 in 1975 to 5.1 in 1978; (3) for all academic students, average SCH dropped from 10.7 in 1975 to 9.9 in 1978. With regard to technical students, full-time SCH remained almost constant 14.8 in 1978 as compared to 14.9 in 1975; part-time SCH decreased from 6.8 in 1975 to 5.3 in 1976, but increased to 6.0 in 1978. Vocational full-time students took 18 SCH. The total number of students in 1977 was 5,657 generating 63,550 SCH; 1978 saw a 7.2% increase in students (#410) and a 7.3% increase in SCH production (#4,643). In 1978, 64.9% of these students were academic and generated 58% of the SCH; 23% were enrolled in technical programs, generating 26% of the SCH; and 12% were enrolled in vocational programs, generating 16.6% of the SCH. A breakdown of data is presented for each of the five campuses of the college and for the summer session 1978 in a series of tables. (DR)

ED 174 270 JC 790 328

Tollefson, Terrence A.

FY 1978-79 Zero-Base Budget Review. The Colorado State System of Community and Junior Colleges: A Summary.

Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jan 79
Note-64p.; Not available in paper copy due to marginal reproducibility of original document
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability, Budgeting, *Budgets, College Administration, Community Colleges, Costs, *Educational Finance, Educational Objectives, Expenditure Per Student, Governance, Institutional Characteristics, *Junior Colleges, Junior College Students, Operating Expenses, Retrenchment, *State Colleges, State Surveys, *Statewide Planning
Identifiers-*Colorado, *Zero Base Budgeting

Two reports are presented in this document prepared for the Colorado State Legislature. The first, a zero-base budget review, presents a summary of the characteristics of the student population served by Colorado's 11 junior colleges. The summary includes statistics on age range, state of residence, gender, ethnic background, types of financial aid received, and credit hour enrollment. Summary budget data are presented for the state system including a description of the budgetary status of the system for fiscal year (FY) 1978-79, and a list of summary conclusions based on the zero-base budget review reports submitted by the individual colleges. The second document, a budget overview for FY 1978-79, consists of an introduction and six narrative sections dealing with: (1) the development of the comprehensive community junior college in general and its specific development in Colorado; (2) the role, mission, goals, and objectives of the Colorado state system of community colleges; (3) a description of systemwide organization and operation; (4) an account of systemwide accomplishments; and (5) a discussion of budgeting in general as well as a description of the zero-base budget review process as it operates within the Colorado system. Several exhibits in the form of charts, tables, and maps accompany the reports. (DR)

Upgrading Minorities: Patterns and Trends 1970 to 1978.
North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date-Dec 78
Note-112p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Personnel, College Administration, Community Colleges, *Employment Trends, *Enrollment Trends, Equal Opportunities (Jobs), Ethnic Groups, *Females, Governing Boards, *Junior Colleges, *Minority Groups, Minority Group Teachers, Racial Balance, State Surveys, Women Professors, Womens Education, Working Women
Identifiers-*North Carolina

A progress report prepared by the North Carolina Department of Community Colleges assesses the status of women and minorities by evaluating patterns of participation between 1970 and 1978 in the areas of institutional governance, faculty and staff employment, and student enrollment. Findings indicate that there has been little change in the representation of women or minorities on boards of trustees, on statewide departmental committees, or in department of community colleges positions. White males continue to hold at least 89% of these leadership positions. Women represent 49% of the total institutional workforce in North Carolina community colleges. They hold 14.8% of the executive/managerial jobs, 38.7% of the instructional jobs, and 42.9% of ``other professional'' jobs. Of new hirings at the executive level, 20% were women; women gained 42% of new instructional openings and 42% of the ``other professional'' openings. In the area of enrollment, white student enrollment decreased while the percentage of black and women students increased significantly in all programs. The distribution of males and females in various programs remained much the same with males enrolling in agricultural, engineering, and trade programs; females entered the traditional programs of health care, home economics, and office programs. Results of the study are presented in tables, graphs, and charts. (DR)

ED 174 272 JC 790 370

Atkins, Karen B.

The Effect of an Orientation-Advising Program on Attrition Rates of the Allied Health Division at Spartanburg Technical College.

Pub Date-20 Apr 79
Note-44p.; Ed. D. Practicum, Nova University
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Counseling Programs, *Dropout Prevention, Dropout Rate, Dropouts, Educational Counseling, Health Occupations Education, Junior Colleges, Orientation Materials, Program Effectiveness, *School Holding Power, *School Orientation, Student Characteristics, *Technical Institutes

A study was conducted in the Allied Health Division (AHD) at Spartanburg Technical College to determine the effects of an Orientation-Advising (O-A) Program on the rate of student attrition. The O-A Program consisted of one all-day orientation and advising session, and individual advising sessions with counselors and faculty members throughout the year. Groups studied included all 198 new students enrolled in the AHD diploma and degree programs during the academic years 1976-77 and 1977-78. The O-A Program was initiated in the fall of 1977, and comparison of enrollments during these two years illustrated the difference in attrition before and after program implementation. Overall rate of attrition in the AHD decreased from 33% to 30%, and the majority of individual departments within the division also experienced decreases in attrition rate percentages in the year after implementation of the O-A Program. However, utilization of the Chi Square procedure revealed that no statistically significant difference existed between the two attrition rates. This report includes a discussion of the multiple factors that might contribute to student attrition, presents materials used in the orientation program, and lists recommendations for further evaluation. (DR)

ED 174 273 JC 790 380

Spencer, Richard Dock, Stephen

Organizing an Integrated Planning, Research and Marketing Process.

Delaware County Community Coll., Media, Pa.

Pub Date- 78

Note-97p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Planning, Community Colleges, Educational Objectives, Educational Planning, Evaluation Methods, Followup Studies, *Institutional Research, *Junior Colleges, *Management by Objectives, Marketing, Needs Assessment, Performance Criteria, Program Planning, School Surveys

Several sets of outlines, charts, and diagrams present an overview of a comprehensive institutional program at Delaware County Community College (DCCC) which incorporates planning, research, and marketing strategies. The first set of documents outlines the objective-based planning process, describes the organizational framework, defines institutional mission and goals, and provides a format for developing specific action objectives. The next set of materials provides examples of the annual performance appraisal process for executive, managerial, and administrative employees as it is applied at DCCC. Basic concepts in the institutional research program at DCCC are outlined next, describing criteria and methods for conducting program evaluations and measuring educational outcomes. Samples of student survey and graduate follow-up questionnaires are included. Charts and diagrams displaying actual program and activity costs and projections conclude the section. The final section provides guidelines for a comprehensive needs assessment program, including basic concepts for assessment, planning essentials, and a summary of community needs of adults in Delaware County as actually assessed. (DR)

ED 174 274 JC 790 384

Stankovich, Mary Jo

Spring 1977 Survey of the Goals and Achievements of Students Enrolled in Spring 1973.

Macomb County Community Coll., Warren, Mich.
Pub Date-Oct 78
Note-61p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Academic Aspiration, Age, College Majors, Community Colleges, Employment Patterns, Females, Followup Studies, *Graduate Surveys, Income, *Junior Colleges, Males, Marital Status, Occupational Aspiration, *Participant Satisfaction, Questionnaires, *Student Characteristics, Vocational Followup
Identifiers-*Student Objectives

A student follow-up study was conducted to determine the educational and career goals of students who were enrolled at Macomb County Community College (MCCC) and the degree to which they felt their goals had been met. A random sample of 2,066 students enrolled in Spring 1973 were surveyed by questionnaire in June 1977; 983 (55.9%) responded. The questionnaire sought information on age, sex, marital status, current employment, educational attainment, income, goals while enrolled at MCCC, and respondents' estimation of how well the college had met their needs. Responses were coded and tabulated with the Michigan Interactive Data Analysis Sytem (MIDAS) and one-way analysis of variance and multiple regression formulas were used where applicable. Results indicated: (1) the average age of males, females, and the total sample was 27; (2) 54% of the respondents were married; (3) 34% had incomes over $20,000 a year; (4) a large percentage of respondents either were still enrolled at MCCC or had graduated; (5) 89% of the respondents indicated they had met or surpassed their educational goals; (6) those who graduated from occupational programs and a much lower unemployment rate than the county average; and (7) of registration procedures, class scheduling, program offerings, instruction, and counseling and placement services, program offerings were rated highest and placement rated lowest. The survey instrument is appended. (DR)

ED 174 275 JC 790 390

Campbell, Tom And Others

Teaching Thinking: The Forgotten Foundation of Education.

Pub Date-30 Apr 79
Note-26p.; Papers presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 30-May 2, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills, Cognitive Processes, Community Colleges, *Critical Thinking, *Decision Making Skills, *Individual Development, Junior Colleges, Learning Theories, Personal Growth, *Postsecondary Education *Problem Solving, Productive Thinking, Social Maturity, Teaching Techniques
Identifiers-Piaget (Jean)

Descriptions are presented of three programs whose primary purpose is to teach students to think more efficiently, that is, to develop habits of critical thinking, and to improve decision-making and problem-solving skills. One of the three programs operates at Bowling Green State University and seeks to develop skill in critical analysis by focusing on social issues (e.g., nuclear power, school and religion, and political expression) to stimulate class discussion and supplement regular written assignments. The approach is interdisciplinary and includes values clarification and development of communication skills. Another program, conducted at Piedmont Technical College, focuses on teaching students to analyze everyday problems, particularly those from their own experience. The courses provide a method of problem analysis based on seven factors: identifying the real problem, the risks, alternatives, goals, values, information needed, and constraints on action. In contrast to these two programs, the Development of Operational Reasoning Skills Program (DOORS) at Illinois Central College provides a teaching technique rather than a specialized curriculum. The technique is based on the learning theories of Piaget and others and is applied to six traditional subject-matter areas, specifically English, mathematics, physics, history, sociology, and social science. (DR)

ED 174 276 JC 790 395

Stone, Gordon L.

Institutional Renewal: A Necessity for Survival.

Pub Date-Jun 78

Note-40p.; Paper presented at the International Institute on the Community College (9th, Sarnia, Ontario, Canada, June 12-15, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Faculty Development, Incentive Grants, Individual Development, *Inservice Programs, Inservice Teacher Education, Instructional Improvement, Junior Colleges, *Professional Continuing Education, Released Time, *Technical Institutes

A Professional Development Committee at Sault College of Applied Arts and Technology developed a renewal program to allow faculty members to upgrade their skills and abilities through participation in workshops, conferences, academic classes, and various off-campus work projects. Any faculty member desiring renewal funds was required to submit an application describing learning objectives, activities, time period, contact person's name and address, estimated expenses, and commitment of time and funds by the individual. Upon completion of the renewal project, the faculty member is expected to submit a written evaluation describing the experience and to share relevant information with appropriate persons at Sault College. Full salary is paid during renewal and release time is granted to allow participation in renewal activities. At the end of the 1977-78 fiscal year, more than 84 faculty members were involved in 90 renewal projects. A total of $23,579.00 was granted and $19,310.58 were actually spent. Projects lasted from one day to six weeks and included seminars, tours of industrial sites, courses, conferences, research, and return to industry. Annual reports of the renewal program from 1977-78 and 1978-79 are appended, listing actual activities funded according to department. (DR)

ED 174 277 JC 790 417

Charles, Richard F.

Survey Results for Participating Colleges: Classes and Programs for the Aged in the California Community Colleges, 1978.

California Community Coll. Continuing Education Association.; De Anza Coll., Cupertino, Calif.

Pub Date-Jun 79

Note-39p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, *Adult Education Programs, College Curriculum, Community Colleges, *Continuous Learning, Curriculum Research, Educational Gerontology, *Junior Colleges, *Older Adults, Program Content, Program Design, Retirement, Senior Citizens, *State Surveys

Identifiers-California

The 106 community colleges in California were surveyed by questionnaire to determine their current level of commitment to the aged in terms of programs and courses available, adult participation, and methods used to conduct programs. Eighty-three questionnaires (78%) were returned. Of the responding colleges, 43% were currently offering classes or programs for retired persons, 34% specifically selected retired persons for advisory groups, and 82% had faculty or administrative personnel specially designated to work and plan in this area. Sixty percent had cooperated with other community agencies in offering programs, and 60% had used some form of publicity to communicate with the retired community. Instructional offerings ranged from one or two classes to large programs with specialized curricula. The most popular course offerings included estate planning, health and nutrition, tax preparation, budget management, and physical fitness, but few courses were offered in traditional credit areas of the college curriculum, such as math or English. Responding colleges indicated that Proposition 13 was the greatest single reason for discontinuing programs for the aged and retired. Results of a similar survey conducted in 1972 are discussed and the 1978 survey instrument is appended. (DR)

ED 174 278 JC 790 420

Smith, Jean Burr

Anxiety Reduction in the Developmental Mathematics Classroom.

Pub Date-Mar 79

Note-13p.; Paper presented at the Invitation to Innovation Conference (Wilmington, Delaware, March 29-30, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Failure, Ancillary Services, *Anxiety, *Failure Factors, Females, Low Achievement Factors, Low Achievers, *Mathematics Instruction, *Postsecondary Education, *Remedial Mathematics, Self Esteem, Sex Stereotypes

Identifiers-*Math Anxiety

Math anxiety'' can be a lifelong stumbling block affecting the student's level of performance and willingness to go beyond the minimum courses required, and hindering career change or advancement. The cumulative nature of math learning, early insistence on the right answer with reasonable speed, paranoia that not understanding will result in ridicule, the mystique of the genetically-predisposed mathematical mind, and inability to handle frustration when dealing with math are a few sources of math anxiety. Women are further handicapped by the stereotype that they are unable to excell at math because of their sex. A math anxiety clinic at Wesleyan University helps students reduce anxiety and increase self-confidence. A non-threatening environment is set by an initial interview which examines the student's degree of fear and his or her goals for the future. In class, individual strengths are stressed, and the fact that there is no best way to work a problem is repeatedly demonstrated. Problem-solving in small groups is extensively utilized to make math a social experience. The students evaluate their progress at mid-semester. The final exam is a standardized multiple-choice form to give the students practice for various standardized placement tests. A similar program has been implemented in developmental mathematics classes at Middlesex Community College. (DD)

ED 174 279 JC 790 427

Ryan, Monnie

Whatcha Gonna Be When You Grow Up?: A Guide for the Older Woman Who Wants to Go to College.

Pub Date-78
Note-34p.
Available from-Kent State Trumbull Campus, 4314 Mahoning Avenue, N.W., Warren, Ohio 44483 ($0.75 plus postage)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Continuous Learning, *Educational Counseling, Information Seeking, Nontraditional Students, *Postsecondary Education, *School Phobia, Student Motivation, Student Needs, Student Problems, *Womens Education
Identifiers-*Reentry (Education)

This illustrated handbook provides advice and answers prospective questions for women who are considering a return to higher education. Based upon the author's own experiences, it begins by focusing on some of the reasons for returning to school. Next, various concerns and anxieties that a woman might face in going to college self-doubt, fears of being an outsider and being unable to compete with younger students, feelings of neglecting the family and one's responsibilities, and lack of definite goals are considered supportively and reassuringly. Questions related to admission tests, credit for prior learning, choosing a school, costs and financial aid, admissions procedures, choosing courses, support services, and campus activities are examined. The booklet concludes with a glossary of educational terms and phrases. (DR)

ED 174 280 JC 790 428

Nystrom, Dennis And Others

Economic and Technology Forecasts for the 80's: Implications for Careers. Proceedings of the Patterns Conference (Rochester Institute of Technology, May 1979).

Rochester Inst. of Tech., N.Y.
Note-68p.; Document prepared by the Center for Community/Junior College Relations
Available from-Rochester Institute of Technology, Center for Community/Junior College Relations, One Comb Memorial Drive, Rochester, New York 14623
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Choice, Computers, *Economic Factors, Employment Potential, *Employment Projections, *Employment Trends, *Futures (of Society), Job Training, Medicine, *Postsecondary Education, Productivity, Relevance (Education), Service Occupations, Technical Occupations, *Technological Advancement, Trend Analysis, Vocational Retraining

Selected technological and research areas that may affect emerging careers and work expectations were discussed in the five seminar presentations contained in this proceedings. In the introductory section, Dennis Nystrom outlines the goals of the conference and suggests possible implications. Sar Levitan, in the keynote address, examines the relationship between our increased investment in education and the current decline in national productivity. Gerald H. Miller lists selected economic factors which influence career opportunities and also suggests economic conditions that may affect career choices in the 1980's. May Pat Pennell states that the invention of the transistor and the discovery of the structure of the deoxyribonucleic acid molecule are two major breakthroughs in medical technology and discusses the implications of these developments for careers in the health field. Acknowledging the rapid growth of computers and related technologies, Donald Sanders discusses the changing role of the service technicians who install and repair computers, and industrial and business machines. In the final seminar presentation, Edward A. Johnson suggests that major changes have occurred in the way productive work is done and that there is an increasing need to fit people to jobs through education and retraining, rather than fit jobs to people. R. L. Rinehart summarizes the conference proceedings. (DR)

ED 174 281 JC 790 436

Foster Care Development Handbook: A Guide to Educational Offerings for Foster Parents and Foster Care Workers in California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.
Spons Agency-California State Dept. of Health, Sacramento.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date- 78
Note-119p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Child Rearing, Child Welfare, Community Colleges, *Community Education, Curriculum Development, *Educational Programs, Family Life Education, Foster Children, *Foster Family, *Junior Colleges, Program Development, Program Planning, State Programs, Workshops
Identifiers-California, *Foster Parent Training Project

This handbook was developed to assist community colleges, foster parent associations, and licensing and placement agencies in planning and implementing foster parent training programs. It is intended to serve as a guide to developing educational offerings in community colleges which meet the needs of the local foster care community. The handbook identifies background information to be considered in designing a program; and presents specific steps necessary to implement a foster care curriculum (e.g., advisory board and staff selection; participant needs assessment; determination of program goals, content, structure, and format; participant recruitment; and evaluation). The various types of program offerings (continuing education, regular programs, community services, and coordinated instruction systems) at California's community colleges are noted, and five basic model formats are described workshop/seminars, workshop series, mini-courses, courses, and programs. Programs illustrating each category are described. The legal implications inherent in the California licensing process are assessed and federal and state laws relevant to foster parent education and training are reviewed. A brief glossary of terms is included and nine appendices present population statistics, needs assessment survey forms, course announcements and outlines, assessment and evaluation instruments, a list of community resources, and a bibliography. (DR)

Nakamura, Yoshio C.

Annual Report on Community Services, 1977-78. Special Report No. 2.

Rio Hondo Coll., Whittier, Calif.

Pub Date-24 Jan 79
Note-20p.
Pub Type- Reports - Descriptive (141) -- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Community Colleges, *Community Education, *Community Service Programs, Community Surveys, Enrollment, *Junior Colleges, Non Credit Courses, *Participant Characteristics, *Participant Satisfaction, Program Costs, Questionnaires, Teacher Attitudes

This report summarizes data obtained in a questionnaire administered in Fall 1978 to participants in Rio Hondo Junior College Community Services and Noncredit classes, and discusses additional data on costs and enrollments. The objectives for the 1977-78 program are listed, they included increasing enrollment and attendance, surveying participants and instructors regarding programs, increasing new programs offered, and improving the cost efficiency of the operation. Data indicate that enrollment in 1977-78 increased by 61% and attendance improved by 10%. Participants were surveyed and 93% of the respondents gave either an outstanding or good rating of programs. Instructors were also surveyed and indicated they would like to teach their course again. Cost of the program per contact hour was reduced from $0.58 in 1976-77 to $0.55 in 1977-78. Seventy-seven different sites for instruction were used in 1977-78 and 194 programs were presented with a total attendance of 17,149. Participants in the program demonstrated a wide variety of educational backgrounds and preparation and ranged in age from 18 to over 80 years of age. The report discusses trends and makes recommendations for future administration of the program. The survey instrument is appended and results are presented in graphs and tables. (DR)

ED 174 283 JC 790 449

Kirby, Emily B.
Average Age of Oakton Students in Fall 1978.
Oakton Community Coll., Morton Grove, Ill.
Pub Date-26 Mar 79
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age, *Age Differences, Age Groups, *College Credits, Community Colleges, Enrollment Trends, *Junior Colleges, *Junior College Students, Nontraditional Students

It has been suggested that the average age of community college students is increasing and colleges should adjust their policies accordingly. In an effort to investigate this assertion, the average age of Oakton Community College students enrolled during the fall 1978 semester was calculated. The relationship between student age and number of credit hours was also examined. Birth year was plotted against number of credits for 413 students (approximately 6% of Oakton enrollment). The age of the sample members ranged from 17 to 75 years, and these students enrolled during fall 1978 for 0 to 19 credit hours. The median age of the sample was 21; the modal age was 19; and the mean age was 25.8 years. The median and the modal calculations favored the hypothesis that enrolling students were younger or remaining at the traditional age; the mean favored the competing hypothesis that older students were enrolling. Reviewing credit hours in relation to student age, it was discovered that students under 25 accounted for 63.7% of the sample's credit hour enrollment. Nineteen-year-olds enrolled for more credit hours than any other age group. (DR)

Tarbell, Marie Mayor And Others

New Directions and Awareness: A Working Conference on Equity and Employment.

Hagerstown Junior Coll., Md.; Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-Nov 78

Note-38p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Awareness, *Employment Trends, *Equal Opportunities (Jobs), *Females, *Nontraditional Occupations, *Postsecondary

Education, Sex Discrimination, Sex Role, Social Services, Vocational Education, *Womens Education

The proceedings of a conference focusing on women and employment are presented. The keynote address by Marie Tarbell summarizes recent statistics describing women's position in the paid work force. She reports that women comprise 41% of the paid work force and can expect to work an average of 22.9 years. Despite their increasing participation, women remain in stereotyped ``women's jobs,'' such as clerical and service workers, with median incomes $4,818 less than their male counterparts. Minority women have the lowest average income of all workers. Two conference workshops, using small group discussions, addressed the topics of (1) nontraditional jobs in terms of expectations of employees and employers, paths of entry and recruitment efforts, barriers to entry, and areas for improvement; and (2) social service careers with regard to the need to recruit women into the field and ways in which women may be made aware of social service careers. An address by Carol Eliason concludes the conference proceedings, describing postsecondary nontraditional vocational programs available to women. A questionniare used to evaluate the conference is appended and the results are summarized. (DR)

ED 174 285 JC 790 463

Parsons, Michael H., Ed. Powell, Allan R., Ed.
Ethics and the Professions, Spring 1979.
Hagerstown Junior Coll., Md.
Spons Agency-Council for Philosophic Studies.
Pub Date-30 May 79
Note-74p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, Business Responsibility, Codes of Ethics, Community Colleges, Copyrights, Counseling, Economics, *Ethical Values, *Ethics, Health Personnel, Humanities Instruction, *Junior Colleges, Mathematical Logic, Moral Issues, *Moral Values, Nursing, Postsecondary Education, Reprography, Social Science Research, Technological Advancement

Faculty members from Hagerstown Junior College present eight position papers discussing ethical issues in their various disciplines. Ralph Chapin reports on the impact of the recent federal copyright law and how it affects library and media personnel who must deal with and evaluate duplicated written materials, films, and recordings. E. Walter Clark discusses ethics, logic, and the structure of mathematics. An economics professor, Ray Johns, points out a series of business concerns frequently misconstrued as ethical problems and identifies economic freedom and security and anonymity in business transactions as pivotal ethical issues. Ethical issues facing health workers, particularly nurses, are the topic of the paper presented by L. Elizabeth Misner, and the rights of clients and therapists in a counseling situation are discussed by Marie Nowakowski. Allan Powell presents three brief examples of ethical violations in the study of human subjects in social science research. Robert Stenger addresses issues of moral concern posed by the use of chemicals in food production, distribution of world resources, energy consumption, and biological research. The concluding article, by David Winfrey, discusses the ethical and moral dilemmas faced by teachers in the humanities. (DR)

ED 174 286 JC 790 464

Arth, Maurice P.

Harnessing the Computer Potential: Traditional Problems Professional Management Governance.

Pub Date-29 Apr 79

Note-12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Computer Oriented Programs, *Computers, Computer Science, *Electronic Data Processing, *Junior Colleges, Needs Assessment, *Research Tools, Systems Development, *Technological Advancement

While university researchers have long made use of the complex research-oriented applications of the computer and have discussed its utilization in the instructional process, in the early stages of computer use in higher education, two-year colleges made little or no use of its advanced research capabilities, and limited its use to business and record-keeping functions. At all levels of higher education, eight traditional problems have been associated with computer use; these include issues of ownership and administrative control, types of appropriate hardware and suitable functions, access, and financial support. Since its establishment in 1963, Cuyahoga Community College has followed the traditional pattern of computer use and has encountered these and other problems in developing its computer resources. Frustrations resulted from use of outdated equipment with limited capabilities. Since 1975, a concerted effort has been made to evaluate computing needs at Cuyahoga and to upgrade systems and equipment accordingly. Specific actions taken to meet the identified needs included internal studies, needs assessment surveys, comparative institutional study, and contracting with an independent technical resource firm. Current accomplishments and a description of the present status of computer use at Cuyahoga are included in the report. (DR)

ED [illegible]74 287 JC 790 466

Gold, Ben K.

The Statewide Longitudinal Study: First Report. Research Study No. 79-11.

Los Angeles City Coll., Calif.
Pub Date-Aug 79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration, Community Colleges, Educational Background, Enrollment Trends, Ethnic Groups, Junior Colleges, *Junior College Students, Longitudinal Studies, Research Methodology, *Student Characteristics, Student Employment, Vocational Education
Identifiers-California, Student Objectives

Los Angeles City College (LACC) is one of 15 California community colleges participating in a three-year longitudinal study designed to provide information on vocational education students, and student characteristics in general, as well as information about the efficacy of small sampling and methods most useful for long-term studies. Data in the first report were obtained for a sample of 558 LACC students from file records and telephone interviews with 61% of the sample. Findings revealed that: (1) of nearly 11,000 new applicants to LACC in Fall 1978, fewer than 7,000 were enrolled in classes at first census week; (2) about 40% of LACC entrants (30% statewide) had previous college experience, with about 15% (10% statewide) holding an associate degree or higher; (3) students indicated a variety of objectives in attending college: 38% had job-related objectives, 35% desired self-enrichment or had no objective, and about 28% planned to transfer to a four-year institution; (4) ethnic minority students accounted for 78% of LACC enrollment and only 34% statewide; and (5) about 60% of LACC students were working, and of these 80% indicated their job was unskilled or semi-skilled. The image of the community college student as an 18-year-old just out of high school with plans to transfer after four semesters to a university appears to be correct for only a small percentage of students, at LACC and across the state. (DR)

ED 174 288 JC 790 467

Wagoner, Kathleen P., Comp.
Word Processing Career Opportunities.
Ball State Univ., Muncie, Ind.
Pub Date-Jul 77
Note-43p.
Available from-Ball State University Bureau of Business Research, College of Business, Ball State University, Muncie, IN 47306 ($2.00 advance payment, $2.50 if billed)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Clerical Occupations, Demand Occupations, *Employment Opportunities, Job Market, Manpower Needs, *Occupational Information, *Office Occupations Education, *Postsecondary Education
Identifiers-*Word Processing

Word processing, a system for improved communication through the use of skilled personnel, revised procedures, and automated equipment, is creating new jobs and changing traditional ones. This pamphlet, intended for business managers and educators, was created to present information concerning new office structures, job descriptions, and career opportunities for those associated with word processing. Five sets of materials, supplied by different business and service organizations, list organization charts and job descriptions for personnel performing word processing functions. The first set is a general framework for job descriptions supplied by the International Word Processing Association (IWP). The second set of descriptions illustrates the structure and job duties in a large organization having centralized processing systems. Another chart of positions is supplied by the United States Army to illustrate job opportunities in the military. The fourth set of materials presents job descriptions from an organization with a decentralized structure, and the last set provides information concerning some of the new types of positions and career opportunities available in the word processing field. (DR)

ED 174 289 JC 790 468

Eisele, G. Richard

Report on the Integrated Service Team Project for the W. K. Kellogg Foundation.

Vermont Community Colleges, Montpelier.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-Mar 79
Note-70p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Community Colleges, Consortia, Cooperative Planning, *Educational Assessment, Evaluation Methods, Faculty Development, *Interinstitutional Cooperation, Internship Programs, *Junior Colleges, *Needs Assessment, Outreach Programs, Postsecondary Education, State Colleges, Statewide Planning
Identifiers-Vermont

The Community College of Vermont (CCV) initiated a three-year Integrated Service Team (IST) Project to develop, test, and evaluate a model for learner needs assessment that incorporated institutional collaboration among postsecondary institutions in Vermont. Graduate student interns and faculty representatives from state and community colleges formed teams with CCV staff to plan and carry out activities in various regions of the state. Activities were developed in five broad categories: (1) assessment, e.g., student and community needs questionnaires and profiles; (2) planning, e.g., developing program objectives and criteria, recruiting instructors, and arranging for class materials and locations; (3) development and support, e.g., conducting teacher orientation and training workshops, designing teaching materials and handbooks, and assisting with course evaluation; (4) outreach, e.g., participating in community events and publicizing campus activities; and (5) staff development, e.g., instructor training and evaluation. The project report describes specific accomplishments of various IST's in these categories and in areas of instructional development, responsive education, faculty and administrative collaboration, and an intern program in which graduate students assisted the regional teams. Additionally, project impacts are examined and a model for dissemination is presented. (DR)

ED 174 290 JC 790 470

Schaier, Barbara T., Ed.
Critical Issues in Tutoring.
Networks, Bronx Community Coll., N.Y.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date- 79
Note-80p.
Available from-Networks, Bronx Community College, City University of New York, University Avenue & W. 181st Street, Bronx, New York 10453 (1-10 copies, $4.00; 11-25 copies, $3.50; over 25 copies, $3.00)
Pub Type- Collected Works - General (020) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Colleges, Curriculum Study Centers, Individual Instruction, Instructional Materials Centers, Junior Colleges, Learning Laboratories, *Postsecondary Education, Program Development, Program Evaluation, Study Centers, *Tutorial Programs, *Tutoring, Tutors

Some common problems faced by administrators developing tutoring programs in postsecondary education institutions development of program goals, how to select and train tutors, and evaluating and monitoring program effectiveness are addressed in this booklet. In the first of four sections, eight articles address the purpose and design of various tutoring programs that are currently operating in the Northeastern United States. These include a centralized tutoring program which meets many curricular needs, a mathematics tutorial lab, a writing center, two peer-tutoring programs, a tutoring-counseling service, and one program which utilizes learning contracts and another which trains tutors via videotape. Part II of the booklet presents materials excerpted from manuals and handouts designed to train prospective tutors. Most materials describe the purpose and scope of the tutoring program, program objectives, job descriptions and tutor responsibilities, and suggestions for effective tutoring. Part III contains sample record-keeping forms used in different programs to register and place students, monitor students' attendance and progress, evaluate tutor effectiveness, and establish learning contracts. The final section of the book presents two articles that describe the benefits of attending tutoring conferences. (DR)

ED 174 291 JC 790 471

Cossey, Beatrice D. Abel

A Comprehensive Process for Developing Bilingual/Bicultural Occupational Educational Programs.

Pub Date-27 Apr 79
Note-36p.; Paper presented at the Conference on Need Assessment, Ohio Board of Regents (April 27, 1979). Page II-6 was removed from the document due to irreproducibility
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Students, *Adult Vocational Education, Basic Skills, *Bilingual Students, *Bilingual Teacher Aides, Community Colleges, Extension Education, *Junior Colleges, Mexican Americans, Nontraditional Students, Spanish Speaking, Womens Education, Work Experience Programs

After discussing some of the complex problems related to the educational participation of the growing population of bilingual/bicultural adults in California, this paper explores the new importance and role of adult education and career development with respect to this group. The paper goes on to describe a bilingual/bicultural vocational training project developed by Gavilan Community College (GCC) for an off-campus extension center in the Village Avante housing project, comprised almost entirely of Chicano families. The program was intended to assist in development of adult career plans; provide exposure to experiences outside the housing project; and promote the transition from classroom activities to a continuous process of work and education. Aspects of the program include: a family/community approach to education; longitudinal program assessment; and an informal preschool laboratory and a formal bilingual/bicultural child development center which serve as work experience stations for adult students seeking to become certificated preschool classroom aides. The program involves three phases. Phase I provides an orientation to consumer information. Phase II integrates students into local classroom and laboratory experiences and stresses early childhood education. Phase III includes language and traditional academic classes at GCC. The program is presented in schematic form and appendices cover specific program aspects. (DR)

ED 174 292 JC 790 472

Edwards, Louis M.

Survey of Evening Credit Class Students: Valencia Community College, Winter 1977.

Valencia Community Coll., Orlando, Fla.
Pub Date-Mar 77
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration, *Adult Students, Age, Community Colleges, Educational Background, Ethnic Groups, *Evening Students, Females, Financial Support, Income, Junior Colleges, *Junior College Students, Males, Marital Status, Nontraditional Students, *School Surveys, *Student Characteristics

A sample of 791 adult students enrolled in evening credit classes at Valencia Community College was surveyed to determine their demographic characteristics and reasons for enrollment, and to compare this data with other studies to assess the representativeness of Valencia students. Questionnaire results indicated that the average Valencia evening credit student is an adult white male, married, about 25 years of age, who works 40 hours per week, and has a family income above $9,000. The Valencia student is seeking a degree and hopes for either advancement in a currently held job or movement to a new job as a result of the academic program. When these data were compared to local census data, it appeared that Valencia students were representative of the county population as a whole. Valencia students differed from a national sample of entering college freshmen, however, who were likely to be younger, unmarried, nonveterans with larger family incomes. Valencia students did appear similar to national samples of other evening students, although they were more likely to indicate preparation for a new job as their main reason for college attendance. The survey instrument and a summary of responses to open-ended questions are appended. (DR)

ED 174 293 JC 790 473

Smith, Michael F.

A Model for Student Development in a Satellite Campus Setting.

Pub Date- 79
Note-22p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, *American Indians, *Basic Skills, Community Colleges, *Community Education, Cultural Education, Educational Development, Instructional Design, *Job Training, *Junior Colleges, Outreach Programs, Reservations (Indian), Skill Development, Work Experience Programs
Identifiers-*Navaho (Tribe)

In conjunction with Navajo Community College, an instructional program was designed to provide job and basic skills training to members of the Navajo tribe in Arizona. The Human Services Training and Development Program was conducted at three field sites on the reservation with approximately 30 students at each site. The curriculum was organized into four phases during a one-year period and stressed written and verbal communication, basic computation, human relations, and Navajo cultural education. Phase One provided an orientation to the program's goals and included intensive classroom instruction in basic skills. Phase Two continued the classroom activities but also provided the students with an opportunity for field experience with community agencies providing human services (e.g., teaching, social work, and health services). Phase Three stressed personal and community problem-solving and utilized guest lecturers from the community as well as classroom instruction. Phase Four continued the field experiences and also provided special seminars in such topics as consumer advocacy and Navajo culture. Students were regularly evaluated according to a set of objectives and, in turn, provided evaluation of the program's effectiveness. Staffing requirements are examined in the project report and an outline of the instructional curriculum and related materials are appended. (DR)

ED 174 294 JC 790 474

Belock, Shirley

A Proposed Alternative to the Decision Making Structure at Castleton State College.

Pub Date-14 Jan 79
Note-37p.; Ed. D. Practicum, Nova University
Pub Type- Dissertations/Theses (040) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, *College Administration, *College Governing Councils, Decision Making, *Governance, *Higher Education, *Policy Formation, State Colleges, Student Participation, Teacher Participation

In an effort to realize greater representation of all constituencies in college governance and decision-making, a proposal was developed to establish an All-College Senate at Castleton State College. The proposal was prepared after a review of the college's current governance system and of relevant literature, and meeting with interested groups on campus. The proposal itself is presented in the form of a constitution for the All-College Senate. The proposed Senate is composed of 12 elected representatives from all major constituencies of the college administration, faculty, students, staff, non-contract personnel, and alumni. According to the Constitution, the Senate will assist in the deliberation of issues and policies and will make recommendations to the college president in those areas that affect the college community as a whole, including budgetary matters and institutional planning. Excluded from consideration shall be matters relating to collective bargaining negotiation and certain student government activities. It is recommended that a one-year trial period be established for the Senate, during which time no structural or membership changes will be made, and all deliberations and decisions can be evaluated. It is further recommended that the Senate should prepare a Bill of Rights for all campus constituencies. (DR)

ED 174 295 JC 790 475

Ryan, Monnie

The Mature Woman in Higher Education: What's a Nice Old Girl Like You Doing in a Place Like This?

Pub Date-16 Aug 79
Note-35p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Adult Education, Counseling, *Females, Financial Support, Married Students, *Nontraditional Students, *Postsecondary Education, *Student Needs, Student Personnel Services, *Student Problems, Student School Relationship, *Womens Education
Identifiers-*Reentry (Education)

Mature women are returning to colleges and universities in ever-increasing numbers. These women have special goals and special needs and it is essential that institutions of higher education respond to these needs. The problems faced by the older woman student are numerous and may be characterized as either institutional or personal. Institutional problems include: the availability of accurate program information; financial aid restrictions; lack of counseling and support services and of child care; rigid class scheduling; and failure to receive credit for earlier education and various life experiences. Personal problems involve fear of academic competition; insecurity about learning ability; guilt that results from conflicting home and school demands; and lack of spousal support, either financial or emotional. Institutions of higher education can respond to these problems by offering formal orientation programs and peer support organizations; financial aid for part-time students; and flexible and non-traditional class formats, utilizing evening classes, televised instruction, and satellite and mobile campuses. Personal and career counseling services should be provided by staff members trained to understand the needs of mature women re-entry students. (DR)

ED 174 298 JC 790 476

French, Helene Bryan, Jean
Annual Report Community Relations.
Rio Hondo Coll., Whittier, Calif.
Pub Date-24 Jan 78
Note-41p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Bound Students, Community Attitudes, Community Colleges, Community Support, High School Students, *Information Dissemination, *Junior Colleges, Mass Media, Program Evaluation, *Publicize, *Public Relations, *School Community Relationship, School Surveys, *Student Recruitment

Rio Hondo College's community relations report provides a review and evaluation of activities for 1977-78, and compares them with activities in the prior two years. These activities have been aimed at keeping the community, the college staff, and students informed and supportive of college programs, classes, and activities and aware of administrative and budget decisions. In the report, the number of news stories submitted and printed over the three-year period are shown by newspaper and year, and a list of the newspapers and their circulations are given. The news release mailing list includes local television and radio stations, community colleges, high school counselors, and chambers of commerce, as well as newspapers. A list of staff members speaking in the community and the groups to which they spoke, and a list of the groups who toured the campus, with selected comments, are provided. The last section of the report focuses on a survey of the perceptions of high school seniors of the college. An analysis of the survey responses and a comparison with responses in the previous two years led to the recommendation that efforts to educate high school students in the area about the services and programs available at the college should be stepped up. The survey form and the responses are included. (DD)

ED 174 297 JC 790 490

Smith, Michael F.

Communications Workshops for Navajos in a Community Setting: A Course Plan.

Pub Date- 79

Note-31p.; Graduate seminar paper, University of Arizona

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Communication Problems, *Communication Skills, Community Colleges, Compensatory Education Programs, Composition Skills (Literary), *Course Content, *English (Second Language), *English Instruction, *Junior Colleges, *Navajo

Two communications skills courses were developed to improve the English fluency of Navajo students. Communications Workshop I (English 100) emphasizes basic skills review, by focusing on reading and writing short papers based on responses to readings and class discussions, and on personal experience. The course is intended to familiarize the student with verbal and non-verbal processes of communication and allow him to feel comfortable with their use. Communications Workshop II (English 101) emphasizes the communications skills necessary to meet basic literacy requirements of any college-level freshman or sophomore course in English. Organizational, rhetorical, and editing skills needed to communicate, clarify, and defend a point of view in writing are stressed. Individualized instruction is an integral component of these courses, and students participate in weekly "lab" discussion sessions to review and evaluate submitted work. This document presents the course objectives and describes the course calendar. It includes course outlines and paragraph descriptions of sequential class topics. The grading system for the course is supplied and appendices include a student characteristics and interest survey form, descriptions of sample class activities, and various course handouts and exercises. (DR)

ED 174 298 JC 790 494

Emmeluth, Donald S.

An Assessment of Selected Variables Affecting Success in Community College Introductory Biology.

Fulton-Montgomery Community Coll., Johnstown, N.Y.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 79
Grant-SED-78-09893
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Age, Biological Sciences, Community Colleges, Educational Background, Females, *Grade Prediction, Junior Colleges, *Junior College Students, Males, Multiple Regression Analysis, Predictive Measurement, *Predictor Variables, *Student Characteristics, *Test Results

The records of 53 students in an introductory biology class at Fulton-Montgomery Community College were examined to determine the effect of selected variables on success in the course. The independent variables tested were age, sex, vocabulary and comprehensive grade placement levels (GPL) on the Nelson-Denny Reading Test, and whether or not the student had taken biology in high school. The final grade in the course served as the dependent variable. Multiple regression analysis was used to establish predictor equations for the success of various subgroups. Results indicated: (1) scores on the Nelson-Denny Reading Test showed significant positive correlations with final grade in introductory biology; (2) age interacted with reading scores to increase the prediction of success; (3) both high school grade point average and rank in graduating class were shown to be statistically significant in predicting academic success; (4) for females who had not taken high school biology, the final grade in the college introductory course was strongly dependent on the comprehension GPL; and (5) for males without high school biology, the final grade depended on vocabulary GPL rather than comprehension GPL. Two tables in the text present descriptive information on the sample of students and display partial analysis results. (DR)

Atkins, Karen B.

The Utilization of Cognitive Style Mapping of Students to Determine and Implement Alternative Instructional Strategies.

Pub Date-20 Nov 78
Note-63p.; Ed. D. Practicum, Nova University
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cognitive Measurement, Cognitive Processes, *Cognitive Style, Community Colleges, Educational Counseling, *Effective Teaching, Individual Differences, *Individual Instruction, *Junior Colleges, Junior College Students, Student Testing, Teaching Methods
Identifiers-Cognitive Style Interest Inventory

An educational cognitive style map was prepared for each new student in the Allied Health Division of Spartanburg Technical College in Fall 1978. The Cognitive Style Map Interest Inventory was administered and individual profile sheets were developed for each of the 130 students in the division. These profile sheets provided a composite picture of the ways in which different students derive meaning from their environment, e.g., through auditory or visual means, or through abstract or concrete reasoning. Faculty members of the division, after a series of preparatory workshops on cognitive style and instructional methodology, diagnosed the learning styles of their students and developed instructional strategies and teaching techniques corresponding to each individual. Advising and counseling sessions were held with each student throughout the quarter to discuss the mapping process and the implications of the student's particular learning style. The faculty composed cognitive style profiles on each department within the division, evaluated present instructional methods, and proposed alternative methods based on the cognitive preferences of their students. Results of the departmental mappings and proposed educational plans are appended. (DR)

ED 174 300 PS 010 177

Goodman, Neal R. Barenblatt, Lloyd

Social Mobility and Political Orientations of Male and Female Adolescents: An Empirical Examination of the Anticipatory Socialization Concept.

Pub Date-Sep 78
Note-22p.; Paper presented at the Annual Meeting of the American Sociological Association (73rd, San Francisco, California, September 4-8, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Females, High School Students, Males, *Political Attitudes, *Political Socialization, Research, *Sex Differences, Social Class, *Social Differences, *Social Mobility
Identifiers-*Anticipatory Socialization

The relationship between male and female adolescents' political orientations and their classes of origin versus their projected classes of destination (related to class mobility) was investigated in 665 high school seniors attending both public and parochial schools. It was predicted that adolescents' projected classes of destination would be more strongly related than their classes of origin to their political orientations, and that this would be true for females as well as males.

Each student's class of origin was determined by classifying the highest ranked occupation of either parent according to the Duncan Index of Socio-Economic Status. Projected class of destination was determined by similarly ranking the student's future occupation career choice and by a combined measure of both effort and ability determinants of future college plans. Measurement of political-social attitudes consisted of scales of economic and non-economic liberalism and the authoritarian scale. Results were analyzed for four groups: middle class stable, middle class downwardly mobile, working class stable, and working class upwardly mobile. The results of several analyses generally supported the predictions: Multiple Regression Analysis on the combined measure of political orientation indicated that for both males and females, the variance contributed by their projected class of destination was substantially greater than that contributed by their class of origin. Findings for the separate measures of political orientation indicated some sex differences. Correlations for the two groups of adolescents classified as mobile show that both males' and females' responses to each of the political scales were in the same direction as those of the stable class for which they were presumably destined. (Author/SS)

Wang, Margaret C. Resnick, Lauren B.
PEP/Primary Education Program: Introductory Handbook.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-59p.
Available from-Mafex Associates, Inc., Publishers, 90 Cherry Street, Box 519, Johnstown, Pennsylvania 15907 ($3.95, Order No. B-601410)
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Arrangement, Classroom Games, *Curriculum, *Developmental Programs, Diagnostic Tests, Early Childhood Education, Equipment Storage, Learning Activities, *Program Content, *Program Development, Recordkeeping, Scheduling, Student Role, Teacher Role

This introductory handbook is intended to provide teachers with an overview of the Primary Education Program (PEP), designed for use with children at preschool, kindergarten and first grade levels. Background information on the development of PEP is presented and the rationale and design of the program are discussed. Briefly discussed are the three PEP curricula: the classification and communication skills curriculum, the quantification curriculum, and the exploratory learning curriculum. A list of the PEP manuals is presented in tabular form. A major part of the handbook provides information on how PEP can best be utilized in classroom settings. Specific suggestions are offered in the areas of physical design of the classroom, storage and display of materials, diagnostic testing procedures, prescriptive learning tasks, unit games, scheduling considerations, record keeping systems, teacher roles, and student roles. Research findings on the effects of PEP on classroom processes and student learning outcomes are presented. (JMB)

ED 174 302 PS 010 494

Singer, Dorothy G. Singer, Jerome L.

Some Correlates of Imaginative Play in Preschoolers.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 78
Grant-NSF-DAR-6-20772
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Field Studies, Imagination, Language Development, *Preschool Children, *Pretend Play, Research, *Social Behavior, *Television Research, *Television Viewing

This study examined the ways in which the spontaneous imaginative play and other social behaviors of 3- and 4-year-old children are affected by the frequency and patterns of their television viewing. The subjects were 141 children from predominantly white middle class homes. Pretesting was done to get an estimate of IQ (Peabody Picture Vocabulary Test), an estimate of imaginative predisposition (Barron Movement Threshold Inkblot Series), information regarding imaginative play tendencies (Interview on Imaginative Play), and information regarding favorite television shows, favorite television characters, and viewing patterns (Television Viewing Patterns). Data on the children's naturally occurring play were obtained through unobtrusive observations in their nursery schools and day care centers eight times over a 1-year period. The children's language was recorded verbatim and was coded by trained raters. Logs of the children's television viewing were maintained by parents and returned weekly during each of four 2-week probe periods. Results indicated that children who watch a good deal of television, especially action shows, seem more likely to show aggressive behavior during play. Indications of private fantasy play such as imaginative companions or inner imagery appear to be linked to more socially mature behavior, to less aggression or anger, and to lower levels of viewing television, especially more violent programming. (JMB)

ED 174 303 PS 010 499

Caldeira, John And Others

Imaginary Playmates: Some Relationships to Pre-Schoolers' Spontaneous Play, Language and Television-Viewing.

Spons Agency-National Science Foundation, Washington, D.C.
Grant-NSF-DAR-6-20772
Note-21p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Behavior, Family Background, *Imagination, *Language Usage, Preschool Children, Preschool Education, *Pretend Play, Research, *Social Behavior, *Television Viewing
Identifiers-*Imaginary Playmates, *Symbolic Play

This study explored the relationships between parents' reports of their children's play with imaginary playmates at home and (1) observational ratings of children's imagination, positive emotionality, concentration, social behavior and use of language during free play at nursery school, and (2) parents' records of their children's television viewing patterns at home. The activities of 141 three- and four-year-olds were observed and rated eight times over one year by trained observers during 10-minute periods of free play in nursery school. Imaginary playmate questionnaires were completed by 111 of the children's parents. Questions concerned indications of the presence and number of imaginary playmates, the frequency of play with such playmates, and the characteristics of the playmates, including the extent to which they reflected the influence of television characters. According to parents' reports, 55% of the children had imaginary playmates at home. Multiple regression analyses indicated that scores reflecting relative occurrence of imaginary playmates predicted the imaginative play of children in school, their positive affect and concentration during play, and their social interaction and cooperativeness. Reports of imaginary playmates tended to be negatively linked to occurrences of overt aggressive behavior (in boys), negatively linked to television-viewing frequency, and positively linked to more extended language use. Additional findings are reported on children's self reports, IQ, socioeconomic status, ethnic background and family structure. (Author/SS)

ED 174 304 PS 010 502

Allen, Ruth A.

The Effects of a Non-Sexist Pre-Kindergarten Program on Sex-Role Stereotypes in Young Children.

Pub Date-May 78
Note-77p.; Master's Thesis, Trinity College
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Arrangement, *Classroom Materials, Preschool Children, *Preschool Curriculum, Preschool Education, *Preschool Programs, Program Development, Sex Differences, *Sex Role, *Sex Stereotypes, Socialization, *Teacher Behavior

A non-sexist preschool program was developed which attempted to eliminate sex-stereotyping in room arrangement, classroom materials, curriculum units, and teacher behavior and language. Measurements of sex-role stereotyping administered to the children before and after a 6-month exposure to the non-sexist program consisted of an Occupation Clue Test, an adaptation of the Toy Preference Test, and an adaptation of the Incomplete Stories Test. Children in a comparable control group, who did not participate in the non-sexist program, were also tested at the post-program time of measurement. Comparison of the means of the experimental group before and after exposure to the non-sexist program indicated that the means were not significantly different for all the measurements taken together. However, comparison of the means of the experimental group and the control group at the post-program time of measurement indicated that the experimental group was significantly less sex-typed than the control group. Comparison of the pre- and post-program means for the three separate measures of comparison of the means of the experimental group and the sex-typing indicated a significant difference on only the Occupation Clue Test measurement. Thus it appeared that the area of the non-sexist program that produced the greatest impact on the children was the introduction of non-stereotyped occupation persons (a female police officer, for example) in the classroom setting. A literature review, bibliography, and samples of test items are included. (Author/SS)

ED 174 305 PS 010 508

Guest, Iain

Note on Some Issues Raised at the Athens International Symposium on The Child in the World of Tomorrow'' (Athens, Greece, July 2-8, 1978).

Pub Date-Jul 78
Note-34p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Advocacy, *Childhood Needs, Children, Developing Nations, Early Childhood Education, Family (Sociological Unit), Females, Foreign Countries, *Global Approach, Health, Infants, Preschool Education, Social Change, Social Environment, *Socioeconomic Influences, Symposia, *World Problems
Identifiers-*Childrens Rights

This article reports on some of the important issues in seven general content areas (infancy, family, women, society, health, education, and children's rights) which were raised at the June, 1978, Athens International Symposium on The Child in the World of Tomorrow. Problems of both developed and developing countries are addressed. The notes on infancy focus on stimulation, nutrition, nutrition and mental development, breast-feeding, and overnutrition. Information is given about the family centers on birth rates, nuclear versus extended families, substitute parents and parental roles. Working mothers in Africa, women in Latin America, women in Europe, women's liberation and child care are discussed in the section on women. Society is discussed in terms of diseases of technologically advanced societies, play facilities and migrant experiences. Health concerns include the insensitivity of professionals, irrelevance of medicine in the Third World, self care, and primary health care. The notes on educational issues focus on the role of the professionals, preschooling, parent involvement, and the gifted and handicapped. Concluding notes are concerned with children's rights, child abuse, and the relationship between the state and the family. (Author/RH)

ED 174 306 PS 010 524

Ross, Sylvia And Others

Children's Interactions in Traditional and Nontraditional Classrooms.

North Dakota Study Group on Evaluation, Grand Forks.
Spons Agency-Rockefeller Bros. Fund, New York, N.Y.
Pub Date-Dec 76
Note-70p.
Available from-CTL, University of North Dakota, Grand Forks, North Dakota 58202 ($2.00)
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior Rating Scales, Classroom Observation Techniques, Classroom Participation, *Classroom Research, *Comparative Analysis, *Interaction Process Analysis, Measurement Instruments, *Open Education, Reliability, Research, Social Differences, Teacher Behavior, *Traditional Schools, Validity, *Verbal Communication
Identifiers-*Differentiated Child Behavior Observational Syste

As part of the development of a classroom interaction observation instrument, this report presents the results of a comparative study of group interaction in contrasting educational environments (open and traditional) with children of different socioeconomic backgrounds (middle and lower classes). Additionally, problems of adequately assessing children's classroom interactions are explored. Background and rationale for the study are provided in the introduction. In Chapter I the Differentiated Child Behavior (DCB) System, a classroom observation instrument consisting of six major behavioral categories and 50 subcategories, is described. Classroom observation procedures are outlined. Chapter II describes the study. The primary component of the sample was a group of nine Open Lower classrooms in inner-city public schools. The DCB was administered three times to students in each of the 17 classrooms. Simultaneous observations by paired observers were conducted to assess reliability of the DCB. A series of teacher observations in 12 of the classrooms was conducted. Results are presented and discussed in Chapter III. Among the results, children in Open Lower classrooms asked three times as many higher level questions as did children in the Traditional Middle classrooms. Chapter IV explores the relation between DCB scores and the assessments of teacher behavior in terms of construct validity. A summary is provided and implications are indicated in Chapter V. (Author/RH)

ED 174 307 PS 010 568

Berryman, Sue E. And Others
Cable, Two-Way Video, and Educational Programming: The Case of Daycare.
Rand Corp., Santa Monica, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-R-2270-NSF
Pub Date-Oct 78
Contract-NSF-C-1022
Note-158p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($7.00)
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Administrator Education, Audiovisual Instruction, Cable Television, *Child Care Workers, Costs, *Day Care Services, Early Childhood Education, *Educational Television, Inservice Education, Inservice Teacher Education, Instructional Media, Postsecondary Education, Program Development, Questionnaires, Research, *Television Research, Training, *Workshops
Identifiers-*Interactive Cable System

This study reports on an experiment that used interactive cable television to upgrade the quality of day care by educating day care center directors and caregivers. The report is written for citizens and public officials who are concerned about the quality of care in day care facilities and who might wish to consider telecommunications as a means of inservice training for caregivers. Also, it is a preliminary study of the value of two-way video, suggesting how two-way video can be used to produce local program services. The first chapter surveys federal policies related to interactive cable television and provides background information on the day care experiment. Chapter II discusses policy issues in the use of cable to deliver day care training. Chapter III describes the experiment. The fourth chapter reports results. Indications were found that participation in the study per se had effects, that televised workshops may have had cognitive and attitudinal effects, that the one-way mode was preferable to the two-way mode for producing cognitive effects, and that the two-way mode was preferable to the one-way mode for producing attitudinal and value effects. It is suggested that the presence of cameras in the two-way mode may have interfered with cognitive learning. Chapter V discusses costs and benefits of cable-delivered day care workshops. Instruments and implementation suggestions are appended. (Author/RH)

ED 174 308 PS 010 690

Fueyo, Vivian And Others
Evaluating Parent Involvement in the Behavior Analysis Model.
Spons Agency-Kansas Univ., Lawrence.
Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees, *Developmental Programs, Early Childhood Education, Parent Attitudes, *Parent Participation, *Parent School Relationship, Recordkeeping, Teacher Aides
Identifiers-Behavior Analysis Model, Policy Advisory Committee, *Project Follow Through

Parent involvement is an important goal in the Behavior Analysis Follow Through Program. A major form of parent participation in the Behavior Analysis model is the employment of parents as teacher aides in the classrooms. Another way the link between parents and the school is maintained is to insure that parents are informed of their children's progress. Parents of each child receive monthly progress reports as part of a standard and regular reporting system used to keep everyone informed of the children's progress. Parents have an opportunity to voice their opinions on the program in the Annual Consumer Evaluation. This is a questionnaire administered to parents, teachers, administrators, and students every spring to gather information about the local acceptance of the program's performance and to indicate areas in which the Behavior Analysis program needs further modification and refinement. The most direct mechanism that Follow Through parents have to influence school policy is the Policy Advisory Committee (PAC). The Parent Involvement Progress Record has been developed to help PAC Chairmen and Parent Coordinators to set goals, summarize parent involvement activities at the local site, and assess progress toward those goals. A new monitoring system will be initiated during the 1979-80 school year to document the training and employment opportunities generated for parents by the Behavior Analysis programs. (JMB)

ED 174 309 PS 010 700

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977. Issue No. 1.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-24 Nov 77

Note-38p.; Index of Proceedings is included; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anti Social Behavior, Child Development, *Delinquent Behavior, Drinking, Early Childhood, *Early Experience, Emotional Problems, Foreign Countries, Genetics, *Maladjustment, Motivation, Nutrition, Parenthood Education, *Personality Problems, *Prenatal Influences, Smoking, Stress Variables

Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood ExPeriences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the first in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. Dennis H. Stott concerning such causes of delinquency as prenatal stress on infant development and vulnerability of some children to environmental stresses. His thesis is that some children are vulnerable to environmental stresses while others in similar circumstances are not. The factor accounting for these differences is seen to be an adverse intra-uterine environment for the infant produced by accute personal stresses (chiefly marital discords) experienced by the mother during pregnancy. Questions of committee members probe related issues which include the effects of smoking and drinking during pregnancy, genetic implications, positive effects of hope, stress and malformation, malnutrition, mental and emotional defects, minimal brain damage, and family life education. Both English and French texts are provided. (Author/RH)

ED 174 310 PS 010 701

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977. Issue No. 2.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-6 Dec 77
Note-38p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anti Social Behavior, *Delinquent Behavior, Early Childhood, *Early Experience, Educational Experience, Emotional Problems, Empathy, Family Environment, Foreign Countries, Genetics, *Maladjustment, Parenthood Education, Parent Responsibility, *Personality Problems, Prevention, *Psychopathology, Social Disadvantagement, Television
Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the subcommittee on Childnood Experiences as Cause of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the second in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. E. T. Barker concerning the relationship of mental illness to criminal behavior. Barker's thesis is that there are genetic, constitutional and environmental influences which are related to psychiatric illness associated with criminal behavior. The causal strength of each kind of influence presently is being debated. Questions of committee members probe related issues which include allocation of treatment resources, preventive interventions, the current madness of our society,'' effects of television, poverty and violence, critical periods in infant development, child abuse, school experience, and emotional experience in the preschool years. Both English and French texts are provided. (Author/RH)

ED 174 311 PS 010 702

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977. Issue No. 3.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-8 Dec 77

Note-41p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aggression, *Anti Social Behavior, Child Rearing, Culture, Day Care Services, *Delinquent Behavior, *Early Experience, Foreign Countries, *Maladjustment, Moral Development, *Personality Problems, Prenatal Influences, *Psychopathology, Security (Psychology)

Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the third in a series of 19 hearings dating from November 1977 to July 1978, presents expert testimony by Dr. John D. Atcheson concerning the childhood experiences that lead to development of psychopathic personalities and what society can do to improve the social environment or influences that breed the psychopathic personality. Dr. Atcheson's thesis is that crime is a bio-psychosocial phenomenon, and that understanding it requires consideration of a combination of factors such as the following: genetics, nutrition, sensory experience, critical periods, maternal condition and care, learning disabilities, emotional security, parenting patterns, and cultural controls and belief systems. Dr. Atcheson emphasizes the importance of predictable parenting and emotional security of the child. He suggests that school systems teach general principles of personality development in an attempt to modify parenting patterns. Other topics discussed include cultural comparisons with the Canadian Inuit culture, the effects of day care on young children, and the availability of group homes for children in Canada. The testimony was presented in the form of a prepared paper and responses to questions from subcommittee members. Both English and French texts are provided. (Author/SS)

ED 174 312 PS 010 703

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977. Issue No. 4.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Note-39p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aggression, *Anti Social Behavior, Child Abuse, *Delinquent Behavior, *Early Experience, Emotionally Disturbed Children, Family Influence, Foreign Countries, *Maladjustment, *Personality Problems, Psychopathology, Social Differences, *Violence
Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the fourth in a series of 19 hearings dating from November 1977 to July 1978, presents expert testimony by Dr. Gordon E. Warme concerning the early causes of psychopathology, and particularly of violent behavior. Dr. Warme's thesis is that children who are treated violently by their parents or significant others will repeat that violent behavior. The witness is questioned about the early symptoms of later psychopathic character and about the contribution of the following factors to psychopathic behavior: parental discipline, childhood environment, child abuse, premature birth and lack of bonding, brain injury, alcohol and nutrition deficiences. The lack of longitudinal research in this area and the reluctance of clinicians to do this difficult kind of research are also discussed. The testimony was presented in the form of a brief prepared statement and responses to questions from subcommittee members. Both English and French texts are provided. (Author/SS)

ED 174 313 PS 010 704

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 5.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-2 Feb 78

Note-42p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anti Social Behavior, Child Rearing, Coping, *Delinquent Behavior, Early Childhood, *Early Experience, Foreign Countries, Genetics, *Maladjustment, Perinatal Influences, *Personality Problems, *Prenatal Influences, Social Class, Stress Variables

Identifiers-*Canada, McConville (Brian J), Watte (Brenda)

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior, of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the fifth in a series of 19 hearings dating from November 1977 to July 1978, presents expert testimony by Brenda Wattie and Dr. Brian J. McConville. Wattie's presentation summarizes research findings on the relation between stress and genetic factors and child psychiatric disorder, and on protective factors which will assist the child to handle circumstances of difficulty or adversity. Dr. McConville's presentation discusses conditions and patterns of behavior in childhood which predict later antisocial and possible criminal behavior. These include genetic and constitutional factors, prenatal influences, damage during the period of birth, hyperactivity, inappropriate infant caretaking, and certain factors associated with social economic class. Dr. McConville also discusses prospects for intervention. Questions from subcommittee members focused on the role of religion, research priorities, coordination of research efforts and funding problems. Several recommendations for research are made by both witnesses. The text of the hearings is presented in both English and French. (Author/SS)

ED 174 314 PS 010 705

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 6.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-7 Feb 78

Note-38p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aggression, Alcoholism, *Anti Social Behavior, *Criminals, *Delinquent Behavior, Early Childhood, *Early Experience, Economic Disadvantagement, Foreign Countries, Genetics, *Maladjustment, Minimally Brain Injured, Nutrition, Parent Responsibility, *Personality Problems, Violence

Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior, of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the sixth in a series of 19 hearings dating from November 1977 to July 1978, presents expert testimony by Professor Cyril Greenland. The testimony begins with a brief prepared statement by the witness concerning his background in social work, his interest in the problems of disturbed and delinquent children, and a description of his research and findings related to the question of childhood experiences as causes of criminal behavior. Questions from subcommittee members concerned funding problems for research on crime; the effects of unwanted births and of slum environments, poverty and poor nutrition on criminality; how to judge the fitness of parents; the effects of day care on young children; the role of genetics in criminality; the promotion of aggression in society; the relation between alcohol abuse and criminality and between minimal brain damage and criminality. A list of recent publications by the witness relating to violence and dangerous behavior is provided in the appendix. The text of the hearings is presented in both English and French. (Author/SS)

ED 174 315 PS 010 706

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 7.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-9 Feb 78
Note-33p.; For related issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alcoholism, *Anti Social Behavior, *Child Abuse, Corporal Punishment, *Delinquent Behavior, Discipline, Early Childhood, *Early Experience, Foreign Countries, Injuries, *Maladjustment, Neglected Children, Neurological Organization, Parenthood Education, *Personality Problems, Social Class, Violence
Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior, of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the seventh in a series of 19 hearings dating from November 1977 to July 1978, presents expert testimony by Dr. Selwyn Smith on the topic of child abuse. The major historical landmarks of the problem are reviewed briefly and the characteristics of a sample of battered children and their parents are analyzed. Problems with the legal and social work approaches to dealing with child abuse are discussed. Other topics dealt with in response to questions from the senators include: the role of alcoholism in child abuse; brain structure and function and its relation to violent behavior; social class influence on child abuse; discipline and corporal punishment, and parenthood education. The text of the proceedings is presented in both English and French. (JMB)

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 8.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.
Pub Date-14 Feb 78
Note-51p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Anti Social Behavior, Autism, Criminals, *Delinquent Behavior, Drug Abuse, *Early Experience, Foreign Countries, Hyperactivity, Learning Disabilities, *Maladjustment, *Neurological Defects, *Personality Problems, Sex Differences, Violence
Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior, of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the eighth in a series of 19 hearings dating from Novmeber 1977 to July 1978, presents expert testimony by Dr. Ronald Trites concerning the relation to criminal behavior of brain dysfunction, hyperactivity and drug abuse in children. His view is that there is no single cause of criminal behavior, and that geographical study of the prevalence of patterns of aberrant behavior among children in a set region will contribute to an understanding of the antecedents of criminal behavior. He emphasizes that there is no simple, one-to-one relationship between brain dysfunction and criminal behavior, and that the strongest claim that can be made about hyperactivity is that it is a risk factor for anti-social behavior. Following a brief prepared statement by the witness, subcommittee members asked questions about the following: the causes, diagnosis and treatment of hyperactivity; the adequacy of present research funding; the cause of recent increases in crime; and the relation of autism and learning disabilities to criminal behavior. Dr. Trite's single recommendation to the committee was to support long-term funding of research and treatment programs in Canada. A copy of Dr. Trites's brief for the committee, including references and tables, is provided in the appendix. The text of the hearings is presented in both English and French. (Author/SS)

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 9.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-16 Feb 78
Note-89p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Anti Social Behavior, *Child Abuse, Child Advocacy, Child Rearing, Cultural Background, *Delinquent Behavior, Early Childhood, *Early Experience, Foreign Countries, *Maladjustment, Parenthood Education, Perinatal Influences, *Personality Problems, Prenatal Influences, Violence
Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the ninth in a series of 19 hearings dating from November 1977 to July 1978, presents expert testimony by Mary Van Stolk on the topic of child abuse. Her thesis is that abused children are the most likely people to be violent in later life and that by ameliorating the conditions contributing to child abuse, both poor prenatal care; birthing procedures which prevent mother/infant bonding; poor reporting of child abuse cases; lack of parenthood and parenting education; lack of control over who can be parents; violent television programming; and poor societal attitudes. The testimony was presented in the form of a brief prepared statement and responses to questions from subcommittee members. The text of the hearings is presented in both English and French. The appendix contains the complete text and bibliographic references of the paper prepared by Ms. Van Stolk for this hearing. (JMB)

ED 174 318 PS 010 709

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 10.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-28 Feb 78

Note-43p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alcoholism, *Anti Social Behavior, *Delinquent Behavior, Early Childhood, *Early Experience, Educational Experience, Foreign Countries, Genetics, *Maladjustment, Minimally Brain Injured, Parent Responsibility, *Personality Problems, Predictor Variables, *Problem Children

Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the tenth in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. D. R. Offord concerning recent research on antisocial children. Findings suggest that within a relatively poor delinquent population, both school failure and antisocial behavior arise from common or coexisting adverse family influences. It appears that school failure itself is not causally related to antisocial behavior. Improving school performance would not be expected to lessen antisocial behavior. Comparisons among families of the same socioeconomic class, some with delinquent boys and others with nondelinquent boys of the same age, revealed significant differences. Delinquents' families were more likely than comparison families to be headed by single parents and to include parents with a history of mental illness, fathers with a history of criminality, parents with a welfare history and a greater number of children in the house. It is suggested that anything that reduces the parent's resources to care for his or her boy increases the risk of antisocial behavior and delinquency. Three stages of antisocial development are identified. Insufficient parenting between 7 and 10 years and stigmatization as a troublemaker and delinquent at about 11 years are important conditions contributing to continued delinquency. (Author/RH)

ED 174 319 PS 010 710

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Candada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 11.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-7 Mar 78
Note-36p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anti Social Behavior, *Delinquent Behavior, *Early Experience, Ecology, *Ethical Instruction, Foreign Countries, *Maladjustment, Moral Issues, Naturalism, *Personality Problems, Prevention, Television
Identifiers-*Canada, Humane Education, Survival

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the eleventh in a series of 19 hearings dating from November 1977 to July 1978, begins with the testimony of Nancy Erickson concerning appropriate values and new practices for the survival of humans on the earth. Her belief is that unless we teach the next generation to care about all life, there will be nothing left for them to care about. Also reported is the testimony of Neal Jotham, who suggests the integration of humaneness'' into the educational system in order to help overcome the acceptance of violence and over-exploitation as natural and legitimate elements of our culture. Questions of committee members probe related issues which include problems of pollution and famine, economic development and growth, television programming for ecological education, and global education intervention strategies. Both English and French texts are provided. (Author/RH)

ED 174 320 PS 010 711

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 12.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-8 Mar 78

Note-26p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anti Social Behavior, *Attachment Behavior, Biological Influences, Day Care Services, *Delinquent Behavior, Early Childhood, *Early Experience, Empathy, Family Environment, Foreign Countries, Infants, *Maladjustment, Mothers, Parent Child Relationship, *Personality Problems

Identifiers-Birthing Practices, *Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experience as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the twelveth in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. Donna K. Kontos, who gives views and empirical findings on the subject of bonding, or attachment behavior, between mothers and their infants. Bowlby's ethological and psychoanalytic theory of attachment is summarized and recent research is reviewed. Kontos' thesis is that the infant's developmental processes are interlocked with interpersonal interaction. Artificial methods of rearing may fail to support other aspects of development and hence result in developmental anomalies. A baby's attachment behavior is adapted to an environment containing a responsive mother figure. It is certain that gross deficiences of social development may result from rearing conditions that depart too greatly from those characteristics of the environment of original evolutionary adaptedness. Dr. Kontos' research indicated that separating mothers and their newborns in the early post-partum hours and days does diminish attachment behavior in the mothers. Questions of committee members probe related issues' Both English and French texts are provided. (Author/RH)

ED 174 321 PS 010 712

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 13.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-14 Mar 78

Note-49p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Anthropology, *Child Abuse, Day Care Services, *Delinquent Behavior, Early Childhood, *Early Experience, Family Environment, Foreign Countries, *Hausa, *Maladjustment, Nature Nurture Controversy, Parent Child Relationship, Parent Influence, *Personality Problems, Social Change, Socialization, Television, Values, Violence

Identifiers-*Canada, Incest, Sexual Abuse, Social Engineering

Experiences in prenatal life and early childhood that may cause personality disorders of criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experience as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the thirteenth in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. Jerome H. Barkow concerning increased criminality among the Hausa, a Moslem people, in a village in Nigeria currently undergoing rapid socioeconomic change and capitalist development. Barkow's thesis is that, to reduce crime, change of the total environment of the child is required; change in all the sources from which the child learns values and acquires a sense of personal identity. Barkow suggests that personal pride in being Canadian should replace the envy, frustration and resentment which arises from social and economic inequities. Mr. Frank S. Graves provided testimony concerning violence among Canadians and the sexual abuse of children. An argument is made that day care centers, as well as adoption agencies, foster parents, child welfare agencies and children's aid socieites, severely burden children. Several myths related to incest and sex abuse are discussed. Committee members questions, Dr. Barkow's main points and Mr. Graves brief are included. English and French texts are provided. (Author/RH)

ED 174 322 PS 010 713

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 14.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-21 Mar 78

Note-34p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anti Social Behavior, Child Abuse, *Delinquent Behavior, Demonstration Programs, *Early Experience, Financial Support, Foreign Countries, Interagency Cooperation, *Maladjustment, *Personality Problems, *Police Action, Prevention, Punishment

Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experience as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the fourteenth in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Sgt. R. C. Holmes, who provides a law enforcement perspective on the problem of child abuse and delinquency. He advises that government at all levels and service agencies make crime prevention a high priority, and suggests that funds be appropriated for preventive social service programs. Testimony of previous witnesses is selectively reviewed. Efforts to prepare police officers for a changing role in society are briefly described. Selected material from a crime prevention project in Centretown, Moncton, New Brunswick and the Adolescent Diversion Project of the University of Illinois at Urbana-Champaign are discussed. A team approach to child abuse cases in Manitoba which mandates cooperation among medical and social services and police forces is described. Questions of committee members extensively probe related issues including poverty, alcoholism, family life, problems of cooperation among service providers, police training, and police and school relations. Both English and French tests are provided. (Author/RH)

ED 174 323 PS 010 714

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 15.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-11 Apr 78

Note-36p.; For other issues in this series, see PS 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anti Social Behavior, *Attachment Behavior, Child Abuse, Corporal Punishment, Cross Cultural Studies, Day Care Services, *Delinquent Behavior, *Early Experience, Emotional Problems, Foreign Countries, Infant Mortality, *Maladjustment, Neurological Defects, Parenthood Education, Parent Responsibility, *Personality Problems, Sexuality, Social Isolation, Violence

Identifiers-Alienation, *Canada, Nudity, Touch

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experience as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the fifteenth in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. James W. Prescott concerning the effects of deprivation of affection in infancy and the repression of sexuality in adolescence on violent behavior later in life. A wide range of findings are given. The ability to develop compassion and empathy for the suffering of others is seen to be rooted in the development of affectional relationships which begins at birth. Biological, neurological, and behavioral data related to isolation and violent expressions of sexuality are presented. Results of cross-cultural and prison studies which show the harmful consequences of physical punishment, deprivation of affection and/or sexual repression are given. Statistical analyses show that the infant mortality rate predicts significant portions of homicide, personal assult, rape, and venereal disease rates in various decades after the 1920s in the United States. Questions of committee members probe related issues. Both English and French texts are provided. (Author/RH)

ED 174 324 PS 010 715

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 16.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.
Pub Date-1 Jun 78
Note-82p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) -- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Anti Social Behavior, *Change Strategies, *Delinquent Behavior, Early Childhood, *Early Experience, Educational Change, Educational Policy, Foreign Countries, Mainstreaming, *Maladjustment, Parent Participation, *Personality Problems, Program Coordination, Program Development, Social Responsibility, Special Education
Identifiers-*Canada, Ecology Of Schools, Recommendations

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experience as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the sixteenth in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Yude M. Henteleff concerning the reorientation of Canadian national educational and social policy for youth at risk. His thesis is that past government policy has led to the gradual destruction of the family in society through inappropriate attempts to replace it. His recommendations, which are extensively discussed, promote policy which supports the family unit in society. Concern for the reformation of policy grows out of the sense that the quality of life in Canada is declining, even within the context of growing affluence. Efforts to reverse the fragmentation and incoherence in the structure and operation of existing services are reviewed. Indications that failure in public schools is a cause of delinquency are discussed. Guidelines for the adjudication of juvenile offenders are provided. Six major factors which prevent courts from establishing realistic diagnostic and treatment services for the child with learning disabilities are listed. Educational policy assumptions thought to be foundations for collective efforts to change policy and intervene in programs are stated. Questions of committee members probe related issues. Both English and French texts are provided. (Author/RH)

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 17.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-20 Jun 78
Note-26p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anti Social Behavior, Child Care, Course Content, Delinquent Behavior, Early Childhood, *Early Experience, Emotional Problems, Foreign Countries, *Learning Disabilities, Maladjustment, Moral Development, *Parent Education, Parent Influence, *Parent Participation, Parent Role, *Personality Problems, Psychopathology, Socioeconomic Influences, Television Viewing, Violence, Working Parents
Identifiers-*Canada

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior, of the Standing Committee on Health, Welfare and Science, Senate of Canada. This issue, the 17th in a series of 19 hearings dating from November 1977 to July 1978, presents expert testimony by Professor Harold Minden on the importance of parental training and parent involvement in the remediation of children's learning and emotional problems. Clinical experience is cited as evidence of a reciprocal effect between children's learning disabilities and parental stress, and it is suggested that the parental effects in this relationship have been largely ignored by professionals in the past. A 10-week parent training course developed for parents of children with learning disabilities and emotional problems is outlined. Other issues touched on during questioning by senators include: the role of parents; home care, day care, or institutional care for learning disabled children; psychopathology; moral development; violence and television viewing; socioeconomic status and parenting; and working parents. The text of the proceedings is presented in both English and French. (JMB)

ED 174 326 PS 010 717

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 18.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.
Pub Date-27 Jun 78
Note-38p.; For other issues in this series, see PS 010 700-718
Language-English; French
Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anti Social Behavior, *Birth, *Early Experience, Foreign Countries, Infants, *Maladjustment, Neonates, Perinatal Influences, *Personality Problems, Prenatal Influences, *Psychopathology, Psychotherapy, Sensory Experience
Identifiers-*Canada, Regression (Psycholog)

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the eighteenth in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. T. R. Verny, which is focused on psychological dimensions of the intrauterine and birth experience of children. His central concern is to emphasize that the fetus and the child before age 2 are thinking, feeling human beings. Intrauterine experience is thought to provide an unconscious program for later behavior. Research findings which link the imposition of highly stressful conditions at birth with adult violence and criminality are reported. Evidence that the fetus responds to stimuli and is conscious is presented. Speculations about prenatal consciousness based on Dr. Verny's clinical experience are offered. Questions of committee members probe related issues such as hypnotic regression, preconditions for parenting and conditions at birth, unwanted children, and psychological defense against trauma. Recommendations are discussed. Both English and French texts are provided. (Author/RH)

ED 174 327 PS 010 718

Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behaviour, Senate of Canada, Third Session, Thirtieth Parliament, 1977-78. Issue No. 19.

Senate Committee of Canada (Ontario). Standing Senate Committee on Health, Welfare and Science.

Pub Date-4 Jul 78

Note-42p.; For other issues in this series, see SP 010 700-718

Language-English; French

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alcoholism, *Anti Social Behavior, Attachment Behavior, Child Abuse, Criminals, *Delinquent Behavior, Early Childhood, *Early Experience, Emotional Problems, Family (Sociological Unit), *Family Problems, Foreign Countries, *Maladjustment, Neglected Children, *Personality Problems, Social Responsibility, Television, Violence

Identifiers-*Canada, Mutism

Experiences in prenatal life and early childhood that may cause personality disorders or criminal behavior in later life are examined in these Proceedings of the Subcommittee on Childhood Experiences as Causes of Criminal Behavior of the Standing Committee on Health, Welfare and Science. This issue, the last in a series of 19 hearings dating from November 1977 to July 1978, presents the testimony of Dr. Robert ten Bensel concerning the historical development of awareness of problems of violence in families and the nature of child abuse and neglect. Neglect is defined as an omission of care, abuse as intent to hurt the child. Abortion may reduce neglect (by reducing the numbers of unwanted children) but is unlikely to influence abuse, as the abused child is a wanted child. Because abusing families love their kids, therapeutic interventions may be effective. The neglected children are more difficult to treat, because parents have never attached to or cared for them. A vivid image of the nature of child abuse and neglect, its causes and consequences, and what ought to be done about it is developed. Childhood experiences associated with violent crimes in adulthood are identified. Factors which protect children from criminal careers are indicated. The study by Kempe (1978) which predicted with 80% accuracy which of 100 families were going to abuse or neglect their children is reported. Present provision of services to abused and neglected children is seen to be inadequate. Questions of committee members probe related issues. Both English and French texts are provided. (Author/RH)

ED 174 328 PS 010 730

Banks, Martin S. Leitner, Edward F.

A Developmental Model of Infant Visual Accommodation.

Spons Agency-Texas Univ., Austin.

Pub Date-Mar 79

Note-21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Eyes, *Infants, Neonates, *Perceptual Development, Research, *Vision, Visual Acuity, *Visual Perception

Identifiers-*Visual Accommodation

This paper reports the major findings and interprets the results of longitudinal and cross-sectional exPeriments concerning the development of visual accommodation in infants 1 to 3 months of age. The stimulus was a high-contrast, random checkerboard which was presented at three different distances from the infants (25, 50 or 100 cm). The physical size of the target was varied from distance to distance. A form of dynamic retinoscopy was used to determine the distance to which the infants appeared to be focused. Results indicated that in the second and third months improvement in visual accommodation had occurred. Validity of results were checked in a second experiment with a different procedure. Results agreed with those of the first experiment. Some accommodative capability, poor and possibly stimulus dependent, was observed among 3- and 4-week-olds. The common view of accommodation as a control system hypothetically consisting of sensory and motor components is questioned. While indirect evidence suggests that the motor hypothesis is inexact, results of these studies support the sensory hypothesis. Early inability to accommodate accurately results in a large part from an inability to detect the consequences of a focusing error. Neonates and 1-month-olds appear to see equally unclearly across a range of distances. (Author/RH)

ED 174 329 PS 010 731

Gaines, Edith And Others

Salaries in Early Childhood Education: Their Effect on Standards.

Pub Date-16 Mar 79
Note-13p.; Paper presented at the Annual Conference of the Ohio Association for the Education of Young Children (Cleveland, Ohio, March 16, 1979) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Day Care Services, *Early Childhood Education, Minimum Wage Legislation, *Personnel Needs, *Preschool Teachers, *Salaries, Salary Differentials, Teacher Salaries, Teaching Quality

There is a growing need for preschool teachers. The enrollment of 3- and 4-year-olds in preschool has grown steadily and the number of young children with working mothers has also increased. Many parents would prefer to place their children in day care centers if they could find centers with staff trained in early childhood education. The number of preschool teachers needed will continue to grow if parents' needs for day care services are met by establishing enough centers. Yet preschool teachers are paid disgracefully little. While it is reasonable to assume that the group of day care workers who earn the least have no special training, staff who have Associate degrees or Child Development Associate credentials do not fare much better. Even head teachers with B.A. degrees earn less than public school teachers. The increase of the Federal minimum wage in 1979 has had far-reaching effects on the wages of early childhood personnel. Many centers have not had the budget to give all employees the same percentage increase received by those being raised to the minimum wage. This is unfair to employees with more training and/or seniority. Low salaries make it difficult to keep standards up. The quality of care is bound to suffer even more in the future if adequate salary levels are not established. (JMB)

ED 174 330 PS 010 732

Rescorla, Leslie A. And Others

The Yale Child Welfare Research Program: Description and Results.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Mar 79
Note-46p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Day Care Services, *Developmental Programs, Early Childhood Education, *Family Programs, Home Visits, *Intervention, Language Development, Longitudinal Studies, *Low Income Groups, Medical Services, *Program Effectiveness, Program Evaluation, Quality of Life

The Yale Child Welfare Research Program was a comprehensive, service centered, longitudinal, intervention project for low-income families and their children. Eighteen children from inner city, low-income, predominantly black families participated in the intervention program from before birth to 30 months of age. Each family was assigned a team of project staff members who provided services and recorded their work with and observations of the families. Data were collected on four major components of the program: (1) home visitor program, (2) Pediatric care, (3) developmental evaluation, and (4) day care and toddler school. One year after the project ended, a matched comparison sample of 18 children 30 months of age was selected. Each comparison mother was seen for a single in-depth interview and each comparison child was seen once for a developmental evaluation. Five years after the project ended, follow-up interviews were conducted with 15 of the original research group mothers and each of the research group children was seen in a follow-up testing session. Findings are presented in detail. Results were interpreted as suggesting that the intervention had served to offset the detrimental effects of socio-cultural deprivation on the research group children's verbal abilities and had helped the project families improve their quality of life. (JMB)

ED 174 331 PS 010 734

Hayes, Alan Elliott, Tony

Gaze and Vocalization in Mother-Infant Dyads: Conversation or Coincidence?

Pub Date-Mar 79

Note-32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Infants, *Interaction, Intercommunication, Mothers, Mutual Intelligibility, *Nonverbal Communication, *Parent Child Relationship, Research, Research Problems, Simulation, *Social Relations, *Verbal Communication, Verbal Development, *Visual Perception

Identifiers-Communicative Rules, Facial Gaze, Vocalization

This paper reports two studies which examined sequential dependence in the dyadic interaction between mother and infant. In the first study, brief videotaped behavioral samples were collected for 24 primiparous mother-infant (M - I) dyads to examine the degree of reciprocal contingency in M - I interactions. Two coders, using a computer interfaced event recorder, produced separate, continuous records for mother and infant of the sequence and duration of the binary states (present or absent) of facial gaze (FG) and vocalization (VOC) over 3 minutes of interaction. Among the results, mothers spent more time (92%) than infants (46%) in FG and similarly more time (41%) than infants (6%) in VOC. Mother initiated activity occurred more often than infant initiated activity. Infants showed a higher probability of terminating episodes of mutual FG and VOC. Outcomes of data shuffling and simulations of M - I interaction suggest that initially the M - I dyad may be a system that does not depend on the maintenance of a precise contingency between the activities of its components. Applying a continuous time Markov model to the continuous records, Study II (a larger study of 60 primiparous mothers with female infants at 12, 14 and 16 weeks of age) suggests that there are dependent components in the mothers' behavior. The infant seems to look and vocalize independently of the mother's behavior. Mothers apparently structure their behavior so that their infants can acquire basic rules of communication. (Author/RH)

ED 174 332 PS 010 736

Nivens, Maryruth K.
Student Health: The Missing Link in the Referral Process.
Pub Date-79
Note-42p.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies (Education), *Counseling, Elementary Secondary Education, *Intervention, Learning Difficulties, Maladjustment, Medical Services, Models, *Physical Health, *Psychoeducational Processes, Psychological Services, *Referral, *Student Problems

This monograph presents a model for team assessment of student learning problems which stresses the inclusion of all relevant parties in the assessment process and incorporates the frequently neglected factor of students' physical health. An eight-step intervention sequence is presented which includes: (1) listening to the student describe his or her problem, (2) observing the student at work, play, and rest in the home and at school, (3) conducting an initial conference among those who interact regularly with the student, (4) determining the initial remediation of the problem, (5) making a medical referral when necessary, (6) making accurate anecdotal materials available to the clinic, agency, or physician, (7) having the clinic or medical facility provide information to the patient and appropriate other adults, and (8) scheduling follow-up meetings with the original conference members and any additional specialists who might assist with the proposed remediation. Procedures and considerations for choosing, evaluating, and utilizing medical and psychological referral sources are described and a three-page form for evaluating these possible referral sources is included. Several case histories illustrating the eight steps in the intervention schedule are presented. (JMB)

ED 174 333 PS 010 737

Cranston, Alan
Pub Date-Ap 79
Note-48p.; Paper presented at a meeting at the University of Illinois (Champaign-Urbana, Illinois, April 27, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Abuse, *Child Care, *Child Welfare, Day Care Services, Early Childhood Education, Economically Disadvantaged, Family Health, Family Problems, *Federal Legislation, *Foster Children, *Government Role, Neglected Children, One Parent Family, Working Women
Identifiers-*Senate Subcommittee on Child and Human Development

This speech by the chairman of the Child and Human Development Subcommittee of the Senate Labor and Human Resources Committee focuses on issues relating to the needs and problems of children and families. Programs under the jurisdiction of the Subcommittee include child abuse, child care, domestic violence, aspects of adoption and foster care programs. Hearings held by the Subcommittee over the past two years have documented two significant changes in social structure during the seventies: Large increases in the proportion of mothers who work, and the increasing number of children living in single parent households headed by women. Related to these changes is an increase in the number of children living in poverty-level conditions with inadequate medical care; a lack of resources for pre-natal care; and an increase in the number of unattended or ``latch-key'' children. In view of these changes, a 60% increase in the need for child care providers has been projected for the next ten years. The prospects for legislative action on the national level dealing with many of these concerns do not look good at present even though evidence to support the need for care is available. Several major pieces of legislation have failed to gain congressional approval. The present attitude against new spending programs, children's lack of political power, and concerns over government interference with families or child-rearing all make the passage of legislative proposals dealing with children difficult. However, it is essential to protect the interests of children in the struggle for scarce public resources, and the government has a legitimate role in assisting families such as it has done in the areas of child welfare and child care legislation. (Author/SS)

ED 174 334 PS 010 740

Liston, Jennie S. Van de Ven, Andrew H.

Community-Planned Programs for Children: Do They Work? A Report on Implementation of Demonstration Projects of the Texas Department of Community Affairs, Early Childhood Development Division.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date-Dec 76

Note-112p.; Pages 97 through 106 of the original document are copyrighted and therefore not available. They are not included in the pagination

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Case Studies (Education), Child Care, *Community Programs, Cost Effectiveness, *Day Care Services, *Demonstration Projects, *Developmental Programs, Early Childhood Education, Financial Policy, Health Services, Program Development, *Program Evaluation, Program Planning, *Rural Education, State Aid

Identifiers-*Texas, Texas Department Of Community Affairs

This report describes and evaluates 14 early childhood development (ECD) demonstration projects which were funded by the Texas Department of Community Affairs/Early Childhood Development Division but planned and implemental in primarily rural areas, by local Texas communities. The first section of the report lists the major research questions on program outcomes and processes which guided the evaluation. In Section II, the background of the demonstration projects is described and the methodology of the evaluation is discussed. Section III presents the program outcome findings to date, and Section IV reports the evaluation data collected and analyzed thus far to provide preliminary answers to the process questions. The fifth section summarizes the overall findings to date and offers recommendations based on these findings. The report concludes that local communities, with assistance from the state, can provide high quality child care and health services for children and their parents, with benefits that far exceed the costs. Appendices contain a list of technical reports and publications related to the demonstration projects, a journal reprint on a process model for program planning and evaluation, Management Information System worksheets, and a list of the ECD demonstration programs. (JMB)

ED 174 335 PS 010 741

Day Care Personnel Management.

Levi Strauss Foundation, Inc., San Francisco, Calif.; Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-79
Note-80p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Education, *Day Care Services, Early Childhood Education, Employer Employee Relationship, Fringe Benefits, Laws, Management Systems, *Personnel Evaluation, *Personnel Management, Salaries, Staff Utilization

The information presented in this guide focuses on the knowledge, skills, values, and attitudes needed for effective personnel management in day care settings. Information included in this publication came from the suggestions of day care directors who participated in Training for Child Care Project workshops on administration, as well as from selected readings and source materials. Chapter 1 presents a brief overview of the guide, identifying four key areas to be addressed: (1) the nature of day care and child development and the way employees are organized and used, (2) management practices designed to instruct or govern the employer/employee relationship, (3) general awareness of styles of management, as well as specific concepts related to supervision and motivation of staff, and (4) external social and economic factors which influence day care work and emPloyees' views of their work life. Chapters 2 through 8 present detailed information on: laws relating to personnel matters; developing written policies and procedures; salary plan; employee benefit programs; selection of staff; supervision; and employee motivation. Appendices contain a sample statement of goals and objectives, a suggested outline for a parent policy handbook, outlines of topics to be included in an operations manual and in the personnel policies and procedures of a day care program, sample job descriptions, and sample employee evaluations. (JMB)

ED 174 336 PS 010 744

Lam, Pamela

Numerical Acquisition in Early Childhood Years.

Pub Date- 79
Note-24p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Arithmetic, *Basic Skills, *Conservation (Concept), Developmental Stages, Early Childhood Education, *Kindergarten Children, *Mathematical Concepts, Mathematics Education, *Preschool Children
Identifiers-*Piaget (Jean)

This paper reviews literature related to two questions: (1) How do preschoolers acquire numerical concepts? (2) What range of basic numerical knowledge do beginning kindergarteners possess? The first section briefly highlights main ideas of learning theories. The second section discusses Piaget's concept of conservation of number and how young prekindergarten children learn from their environment. The third section includes summaries of research on the mathematical knowledge of entering kindergarteners. Early number skills studied by researchers include counting by rote, matching, comparing, naming, adding to and taking away, and relational judging. It is emphasized that preschoolers have a substantial knowledge of numerical concepts. (RH)

Greif, Esther Blank
Sex Differences in Parent-Child Conversations.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 79
Grant-BNS-75-21909-A01
Note-16p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Fathers, *Individual Power, Interaction Process Analysis, Mothers, *Parents, *Preschool Children, Research, *Sex Differences, *Sex Role, *Verbal Communication
Identifiers-*Conversational Practices, Interruption, Simultaneous Speech

This study examined sex differences in the use of interruptions and simultaneous speech during conversations between parents and preschool children. In our society, children are usually taught not to interrupt a person who is talking, yet many adults themselves interrupt others. In fact, it seems that interruptions can be used acceptably under certain circumstances. To reduce the likelihood of speakers talking at the same time, people in a conversation typically obey turn-taking rules. Even though simultaneous speech seems more accidental than interruptions, one speaker can take advantage of the situation to maintain or gain control. Subjects were 16 children ages 2 to 5, and both their parents. Each parent-child pair engaged in semi-structured play for 30 minutes. Instances of interruptions by parents and children were recorded, as well as occurrences of simultaneous speech. Results reported are mean differences. There were no significant differences between boys and girls in the use of these two conversational techniques. However, fathers interrupted more and spoke simultaneously more often than mothers did. Further, both parents were more likely to interrupt their daughters and to speak simultaneously with their daughters. Results were discussed in relation to the power differences between men and women, and in reference to the socialization of children into male and female sex roles. (Author/RH)

ED 174 338 PS 010 747

Lieberman, Marcus
Issues in the Analysis of Data in Developmental Interventions.
Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Stages, *Nonparametric Statistics, Research Methodology, Research Problems, *Statistical Analysis
Identifiers-*Kolmogorov Smirnov Two Sample Test

This paper illustrates the relevance and utility of non-parametric statistical tests, such as the Kolmogorov-Smirnov two sample test, for analysis of developmental phenomena. This statistic tests the null hypothesis that two samples have been drawn from the same population by comparing their whole distributions, rather than specific parameters and makes no assumptions about their shapes. This comparison allows one to test the assumption that the groups are similar on the pretest. The same test may be performed on post-test scores, or on the relative amount of change in each group's scores. Tables are provided which illustrate: (1) a comparison of a traditional analysis and a distribution analysis of change scores in an intervention study; (2) frequency distributions of changes in stage scores for social-cognitive measures by Loevinger, Kohlberg, and Selman; (3) an analysis of subjects who advance or regress over the length of a program; and (4) an analysis of change defined as showing reasoning characteristic of the next highest stage, not previously elicited. (Author/SS)

ED 174 339 PS 010 749

Anooshian, Linda J. Owens, Cornelius B.

Children's Acquisition of Spatial Location Information in an Unfamiliar Environment.

Pub Date-Mar 79

Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Development, Elementary Education, Elementary School Students, *Locational Skills (Social Studies), *Physical Environment, Research, Sex Differences

Identifiers-*Spatial Relationship (Psychological)

This study examines developmental differences in children's acquired knowledge of two routes of travel through an unfamiliar environmental area. Routes differed in terms of the extent of indirect travel required and were further differentiated in terms of direct and indirect segments of travel within each route. Each route connected four landmarks. It was expected that indirectness of routes would be especially problematic for young children because of frequent perspective changes. The children tested, 16 seven- and eight-year-olds and 16 ten- and eleven-year-olds, were taken from their school to an adjoining apartment complex area. Each child was led two times around a route and was instructed to study and remember the landmark next to that reference site. On the third walk around the route at each site the experimenter set up a telescope and asked the child to point the telescope in the direction of the three other landmarks. A four-way analysis of variance (age group by route by preceding segment by type of pointing) revealed a significant interaction between age group, route, and nature of the preceding route segment. Older children seemed better able to handle perspective changes of indirect routes than younger children. Younger females had difficulty when pointing to the same landmark from difference reference sites, but only if they walked the route which included the longer, indirect segment. Implications of the findings for understanding children's ability to represent relative spatial locations are indicated. (Author/RH)

ED 174 340 PS 010 752

Hosni, Dejehane A. Donnan, Brenda

An Economic Analysis of Child Care Support to Low-Income Mothers.

University of Central Florida, Orlando. Coll. of Business Administration.

Spons Agency-Florida State Dept. of Community Affairs, Tallahassee.

Note-98p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Attitudes, *Child Care, *Day Care Services, Early Childhood Education, *Economic Research, Employment Experience, Evaluation Methods, *Financial Support, Income, *Low Income Groups, Models, Program Evaluation, *Public Support, Socioeconomic Status, Welfare Recipients

Identifiers-Community Coordinated Child Care, *Florida, Social Security Act Title II

The economic impact of the provision of public child care assistance on low income families is evaluated in this report. Data from interviews and records of current and former recipients of 4C child care assistance under Title II in the Orlando Standard Metropolitan Statistical Area (SMSA) during the period 1976-1978 are examined. A brief overview of the competing hypotheses regarding public support for child care is presented in the first section, along with a procedural description of the data collection, interview format, questionnaire administration and data analysis techniques used in this study. Section 2 presents the major findings and conclusions derived from the study including the impact of the child care support program on participants' employment experience, earned income, AFDC payments, and personal attitudes. Findings related to the implementation and evaluation of the support program are also discussed. Section 3 contains a brief description of the evaluative model used in this study. In the fourth section, each of the EIGTO model determinants (environment, input, group, task, and outcome) is operationally defined and the results of the application of this model in the Orlando SMSA study are presented. Copies of the questionnaires and cover letters and several pages of data are included in the appendices. (JMB)

ED 174 341 PS 010 753

Axelrod, Pearl G., Comp Buch, Esther R., Comp.

Preschool and Child Care Administration. (Revised Edition).

Michigan Univ., Ann Arbor. School of Education.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date-Aug 77

Note-285p.; Revised version of ED 100 503

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Administrator Education, Administrator Role, Certification, Child Abuse, *Child Care Centers, Developmental Tasks, Educational Finance, Educational Objectives, Handicapped Students, Health, *Management Education, Parent Participation, Personnel Management, Physical Facilities, *Preschool Programs, Programing, *Supervisory Training

Identifiers-Developmental Assessment

These materials are designed for use in a mobile training project for practicing directors of day care centers. Although they are not meant to be comprehensive on any subject, they may be helpful to teachers, students, and consultants in the field of day care administration, to directors of centers, and to Department of Social Services Day Care personnel. Materials are collected in 12 sections. Section A covers goals of day care for children, parents, staff, and community and the roles of the day care director. Schedules of administrative tasks are also discussed. Section B briefly provides information on licensing standards and forms. Section C covers financial planning and management. Several record keeping forms are included. Section D discusses center management. Three model calendars that provide a way of organizing specific tasks are given. Guidelines for purchasing, inventory, preventive maintenance. insurance, writing proposals, participating in federal food programs, and setting fees are also included. Section E includes outlines of topics that should be covered in personnel policies and job descriptions. Section F provides guides for parent involvement and includes an outline for a Parent Handbook. Section G covers ways to evaluate child development and includes forms and coding sheets for evaluating and observing children. Section H provides several materials on children with special needs. Section I covers health, safety and nutrition goals, policies, and procedures in the preschool. Physical facilities and equipment for young children are discussed in Section J. Section K provides multiethnic and other material as aids to programming. The final section consists of a partially annotated bibliography, a resource list of organizations and a list of related periodicals. (Author/RH)

ED 174 342 PS 010 756

Ottaviano, Christine M. And Others
Early Contact and Infant-Mother Attachment at One-Year.
Pub Date-Mar 79
Note-16p.; Best available copy; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attachment Behavior, Cognitive Development, Early Experience, Infant Behavior, *Infants, *Mothers, Parent Child Relationship, *Perinatal Influences, Sex Differences, *Stranger Reactions
Identifiers-Ainsworth Strange Situation Test, *Bonding (Interpersonal Relations)

This paper reports the effects of one hour of extra post-partum contact between mother and infant on the quality of the attachment observed when the infant was one year old. It was hypothesized that infants in the extra contact condition would be classified as securely attached while regular contact infants would be less frequently classified as securely attached. Subjects were 40 mother-infant dyads who were observed in the Ainsworth Strange Situation. All infants in the sample were first born, Caucasian, and middle class. Groups were matched on years of maternal education and age. Each infant's level of cognitive development was assessed. Six undergraduate women alternated in the roles of stranger and observer. Observers gave narrative accounts of the behavior of infants, mothers and strangers. Accounts were tape recorded and transcribed. On the basis of the observer accounts, infants were classified as secure, ambivalent, or avoidant, using Ainsworth's criteria. Additional qualitative features of infant behavior, such as proximity and contact seeking, clinging, and turning away, were assessed. Results do not confirm the initial hypothesis that infants who experienced extra, early post-partum contact with their mothers would be more likely to demonstrate a secure attachment to mother in the Ainsworth Strange Situation at one year of age. Additional early contact with mothers did not influence either qualitative differences or cognitive development of infants. (Author/RH)

ED 174 343 PS 010 757

Campbell, Susan B. Goodman And Others

Early Contact and Maternal Perceptions of Infant Temperament.

Pub Date-Mar 79

Note-9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979); Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attachment Behavior, *Infants, Mother Attitudes, *Mothers, *Parent Child Relationship, Parent Role, *Psychological Characteristics, Research, *Social Experience

Identifiers-*Infant Temperament, *Mother Infant Contact

Extra post-partum mother-infant contact in the first hour of life does not appear to enhance maternal perceptions of infant temperament at 8 months. Subjects of a study of the effects of mother-infant contact on infant temperament were healthy, white, first-born infants and their mothers. Mothers were randomly assigned to an experimental group in which they received an additional hour of contact with their child or to a control group in which they received regularly scheduled contact. When infants were 8 months old mothers were requested to complete the Carey Temperament Questionnaire. This measure consists of 70 items descriptive of infant behavior in a variety of situations including feeding, response to caretaking, and interest in the environment. Behaviors are rated on 3-point scales to reflect nine temperamental characteristics such as rhythmicity, intensity, threshold, and persistence. At the time of the study, 56 mothers had completed the questionnaire. Infants were 15 extra contact males, 14 extra contact females, 15 regular contact males, and 12 regular contact females. Analysis of the data (2 by 2 ANOVA) showed no main effects for the extra contact group. There were no significant sex by treatment interactions. Female infants were rated higher than males in threshold and intensity. In general, findings indicate that extra contact may have no systematic influence on maternal perceptions of the infant or that self-report instruments may be insensitive to the presumably subtle effects of early contact. (Author/RH)

ED 174 344 PS 010 758

Taylor, Paul M. And Others

Effects of Extra Contact on Early Maternal Attitudes, Perceptions, and Behaviors.

Pub Date-Mar 79

Note-18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attachment Behavior, Early Experience, *Infants, *Mothers, Nursing, Parent Child Relationship, Perception, *Perinatal Influences, Sex Differences

Identifiers-*Bonding (Interpersonal Relations)

This paper presents results of the first part of a research program designed to test the hypothesis that an hour of extra contact between mother and infant beginning about one half hour after delivery would be associated with more secure attachment of an infant to its mother at one year. In the overall study extra contact infants were also expected to surpass control infants in cognitive and social-emotional development. Study subjects (n 65) were recruited late in the course of normal labors. Attempts were made to insure that the two study groups were matched. Observations were made and questionnaires were administered by study personnel unaware of the subjects' study groups. On the second postpartum day the Neonatal Perception Inventory (NPI) was administered and informed consent to participate in the study was obtained. The quality of mother-infant interaction during a feeding was rated when the infant was 48-72 hours old. At a home visit when the infant was 1 month old, another feeding interaction was rated, the second NPI was administered, and the Klaus and Kennell attachment questions were asked. Findings show that extra early contact had no demonstrable effects on the mother's perception of her infant, on the amount of time she chose to spend with the infant in hospital, or on the concern she expressed for the infant at 1 month. Extra early contact was associated with better quality interaction during feeding for mother-male infant pairs but not for mother-female infant pairs at 2 days and 1 month. (Author/RH)

ED 174 345 PS 010 759

Hampson, Robert B.

Peers, Pathology, and Helping: Some Kids Are More Helpful Than Others.

Pub Date-Mar 79

Note-43p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents, Altruism, Empathy, *Environmental Influences, Family (Sociological Unit), *Family Background, *Helping Relationship, *Individual Characteristics, Junior High Schools, Life Style, Middle Schools, Neurotic Children, Peer Acceptance, Peer Influence, *Prosocial Behavior, Research, Self Esteem, Social Factors, Socialization

Identifiers-*Enculturation, Extroversion, Situational Demand Characteristics

Research suggests that a relatively stable, through small, percentage of children may be consistently conscientious helpers. What differentiates these children from others must become the focus of research in children's helping behavior. The available research on characteristics of helping children is relatively scarce. The purpose of this study of helping children was to examine individual characteristics, baseline rates of helping, and the interface of popularity and helping behavior for a sample of young adolescents. Subjects were 90 Caucasian eighth graders at a public middle school in central Virginia who were average or above-average achievers. Students completed sociometric rankings in which they rated each other as ``most helpful,'' ``least helpful,'' ``most popular,'' and ``least popular.'' In individual assessment, each subject was interviewed briefly about family composition, took several self-report personality measures, and was observed on six behavioral tasks. Among the findings, the most helpful children consistently demonstrated quantitatively more appropriate scorings on self-report inventories: higher self-concept, higher extroversion, lower neuroticism, and greater affiliative tendency. The helpers rated more popular were significantly more helpful in direct peer-related tasks. The helpers rated less popular were more cooperative, though unrecognized, behind the scenes. In future research, sensitivity to the type of helping situation and the interaction of helping situation and individual helper characteristics is advised. (Author/RH)

ED 174 346 PS 010 767

Lieberman, J. Nina
Fostering Playfulness in the Play of the Young Child.
Pub Date-21 Oct 78
Note-10p.; Paper presented at the YWCA Conference on Play (New Haven, Connecticut, October 21, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childhood Needs, Creativity, Cross Cultural Studies, Kindergarten Children, *Play, *Prosocial Behavior, *Skills

Playfulness as a quality of play in young children is seen as related to competence, and as such can be encouraged by making children aware of what they are capable of doing. Guidelines and examples of fostering playfulness in children are spelled out for caretakers. Reference is also made to studies indicating that playfulness is related to the creativity dimensions of ideational fluency (rapid production of many ideas), spontaneous flexibility, and originality in young children. (Author/RH) (Author/RH)

ED 174 347 PS 010 770

Hosie, Thomas W. And Others

Preferential Career Activities for Elementary Children.

Pub Date-Nov 78

Note-23p.; Paper presented at a workshop presented to the Florida Personnel and Guidance Association (Orlando, Florida, November 1978)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness, *Career Education, *Classroom Materials, Elementary School Students, *Learning Activities, Rewards, *Teacher Workshops

Identifiers-*Activity Reinforcement

These workshop materials provide 26 free time learning activities that may be used by counselors and teachers in career education programming for elementary school students. It is suggested that teachers identify their students' preferred activities (i.e. coloring, giving talks, making puppets) and then assess the list of career learning activities for items which match students' preferences. Career activities can be substituted for students' preferred activities. Preferential career activities then can be used as rewards for completing academic tasks. Descriptions of the career activities are given along with a statement of the educational objective which the activity may help realize. (Author/RH)

ED 174 348 PS 010 773

Cocking, Rodney R. Copple, Carol E.

Children's Commentary While Drawing in Small Groups: The Growth of Reflective and Critical Tendencies.

Pub Date-Feb 79

Note-17p.; Paper presented at the UAP-USC Annual International Interdisciplinary Conference on Piagetian Theory and the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childrens Art, Cognitive Development, Critical Thinking, *Freehand Drawing, Peer Influence, *Preschool Children, Research Methodology, *Thought Processes, *Verbal Development

Identifiers-Peer Interaction, *Reflective Thinking

This study focuses on children's reflectiveness about their drawings, and on the effect of other children's presence on the drawer's verbalizations about the drawing process and product. It was hypothesized that children would talk more about their representational efforts in the presence of other children, and that planning and evaluative or critical statements would developmentally emerge later than less reflective types of remarks such as labeling and describing things. The subjects were 21 boys and 13 girls from two age groups (ages 3 years 5 months to 4 years 1 month and 4 years 3 months to 4 years 10 months) of a predominantly middle class preschool. The children drew in groups of three or four in a small room adjacent to the classroom. These drawing sessions were held 10 times, approximately every two weeks throughout the school year. The experimenter made an open-ended suggestion for the topic of the drawing, which was always something the children all had done during the week. The sessions were recorded on audiotape and coded from the tape by one of two observers who was present during the drawing periods. Peer drawing sessions revealed a greater diversity of commentary than solitary interviews with children. Both age groups used many labeling and descriptive statements in reference to their drawings, but only the older children showed a significant level of planning, self-evaluative, or peer-evaluative statements. In general, planning and evaluation were either both present or both absent. (Author/SS)

ED 174 349 PS 010 776

Birnbaum, Dana W. Croll, William I.

Sex Differences in Emotionality in Children: Daycare and Preschool Parent Perceptions and Expectations.

Pub Date-Mar 78
Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Washington, D.C., March 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, Emotional Experience, *Expectation, Parental Background, *Parent Attitudes, *Preschool Children, Sex Differences, *Sex Stereotypes, Social Class, *Social Differences

Parents' perceptions and preferences concerning sex differences in emotionality in children were investigated by means of a questionnaire which separated attitudes about intensity from attitudes about frequency of emotional expression. The attitudes of 24 working-class parents (4 males and 20 females) whose children attended day care were compared to the attitudes of 23 middle-class parents (1 male and 22 females) whose children were enrolled in preschool programs. The parents were asked four questions about each of four emotions (anger, fear, happiness, and sadness), with a separate rating scale for boys and girls. Results indicated the following significant differences between the two groups of parents: (1) only day care parents perceived a sex difference in frequency of emotional expression, perceiving boys as showing anger more often than girls and girls as showing fear more often than boys; (2) only day care parents reported that they desired sex differences in frequency of emotional expression, desiring boys to show anger more often than girls and girls to show fear more often than boys; (3) only day care parents perceived sex differences in the intensity of emotional expression, perceiving boys as showing anger more intensely than girls and girls as showing sadness and fear more intensely than boys; (4) only day care parents reported desiring sex differences in intensity, desiring boys to show anger more intensely than girls and girls to show fear more intensely than boys. No differences were found between attitudes about frequency and attitudes about intensity of emotional expression. (Author/SS)

Forest Park Pilot Project. Child Development Associate Training Project Final Documentation Report.

Saint Louis Community Coll. at Forest Park, Mo.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.
Pub Date- 76
Grant-OCD-H-7032
Note-47p.; The appendix to this document is not available due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees, *Child Care Workers, Community Colleges, Community Relations, Cooperative Programs, Curriculum Development, Early Childhood Education, Federal Programs, Learning Modules, *Performance Based Teacher Education, *Pilot Projects, Post Secondary Education, *Preschool Teachers, Program Costs, Program Development, Program Evaluation, Recruitment, *Training
Identifiers-*CDA, Child Development Associate

The planning and implementation of a pilot CDA training project is described in this final report to the Office of Child Development by the Human Services Department, Social Science Division of the St. Louis Community College at Forest Park. Staff training, selection of candidates and curriculum development are emphasized early in the report. The second section describes components of the training program, such as the development of instructional modules for competency-based teacher education, response to the needs of individual students, provision of field experience and student assessment. A report of program evaluation efforts is given and program statistics on candidates and costs are reported. Suggestions are made for future trainers. Forms and letters related to the training project are appended, along with a proposal for incorporating the CDA Program as a regular program of the college. (RH)

ED 174 351 PS 010 778

Feeg, Veronica DeCarolis Peters, Donald L.

Effects of Pre-Service Preparation and Children's Facial Characteristics on Child Care Workers' Assessments of Handicapped and Nonhandicapped Children: Project Report for Student Funded Research, Bureau of Education for the Handicapped.

Pennsylvania State Univ., University Park. Coll. of Human Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 79
Grant-G007800004
Note-125p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Child Care Workers, Child Development Specialists, College Students, *Expectation, *Handicapped Children, *Interpersonal Attraction, Nurses, Photographs, *Physical Characteristics, Rating Scales, Special Education Teachers, *Trainees

The nature of the relationship between the handicapped child's stimulus characteristics and the expectation held for that child by child care professionals provided the focus of this study. One hundred and twenty subjects viewed photographic slides of 30 children with differing facial characteristics and estimated the capabilities of the photographed children. Subjects represented three types of child care preparation programs special education, nursing, and child development and a comparison group of non-child care students. Slides had been previously rated for the physical attractiveness of the photographed child, the presence of clinical manifestation of dysfunction, and the quality of the photographic reproduction. Subjects were randomly presented with slides classified as attractive/normal, unattractive/normal, attractive/abnormal, unattractive/abnormal, and pre- and post-operative slides of children with craniofacial anomalies. Information relating to the experience of self-reported personal characteristics of the subjects also was obtained. Analysis of the data revealed that the attractiveness of the child plays a significant role in the judgment of functional capabilities, made from photos, for all subject groups. Children with unattractive faces were consistently scored lower in functional capability than children with attractive faces. Judgments of subject groups were equivalent. Self-reported characteristics of the subjects were not significantly related to their ratings of children's appearance and intelligence. (Author/RH)

ED 174 352 PS 010 780

Henniger, Michael L., Comp.

Parent Involvement in Education: A Bibliography.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-78-0008

Note-100p.

Available from-ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, Urbana, Illinois 61801 (Catalog #184, $5.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Education, *Evaluation, *Methods, *Objectives, Parent Counseling, Parent Education, *Parent Participation, Parent Responsibility, Parent School Relationship, Parent Teacher Cooperation

This comprehensive bibliography on parent involvement in education includes published and unpublished materials on this topic dating from January 1970 through October 1978. References were gathered from the following sources: Education Index,'' Reader's Guide to Periodical Literature,'' Books in Print,'' and the ERIC data base (Current Index to Journals in Education'' and Resources in Education''). References are listed alphabetically by author for books, journals, and magazines; ERIC documents are listed by ED numbers. The bibliography is organized into the follow categories: Benefits, Goals, Rationale for Involvement, Books on Parent Involvement, Communicating with Parents, Evaluation of Involvement, Ideas for Involvement, Parents as Decision-Makers, Parents as Teachers, Parent Involvement Programs, Parents' Rights and Responsibilities, and Suggestions to Parents for Involvement. (Author/MP)

ED 174 353 PS 010 781

Immigration and Naturalization of Adopted Children. Report (to Accompany H.R. 12508), Committee on the Judiciary, House of Representatives, 95th Congress, Second Session. Report No. 95-1301.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date-16 Jun 78
Note-16p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adopted Children, Citizenship, *Federal Legislation, *Immigrants, Refugees
Identifiers-*Aliens, *Immigration, *Naturalization

This report from the Committee on the Judiciary of the House of Representatives, 95th Congress, recommends passage of the bill (H.R. 12508) to amend the Immigration and Nationality Act. The purpose of H.R. 12508 is to establish uniform procedures for admission to the United States of adopted or prospective adoptive children of U.S. citizens and to remove the statutory prohibition on the approval of more than two petitions filed by the same petitioner in behalf of alien adopted children. The bill also facilitates the naturalization of such children. Immigration requirements and procedures for adopted children are specified in the analysis of the bill. Background information, including a brief historical review of legislation on the admission of adopted children, is provided. The report includes a section-by-section analysis and reproduces favorable reports on several bills incorporated into H.R. 12508. (RH)

ED 174 354 PS 010 785

Simner, Marvin L.

Mirror-Image Reversals in Children's Printing: Preliminary Findings.

Pub Date-Mar 79
Note-16p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Elementary School Students, *Handwriting Development, Kindergarten Children, *Letters (Alphabet), Memory, *Numbers, Primary Education, Research
Identifiers-*Errors, *Reversals

Children from kindergarten through grade 2 were asked to copy, then print from memory, each of the 41 reversible letters and numbers administered individually on slides presented in random order. The main findings of an experiment with 179 children drawn from two elementary schools show that mirror-image reversals and other errors (1) take place largely when children print from memory, (2) occur far less often than misalignments, substitutions, and correct reproduction, (3) happen mostly during the final stages of letter/number construction, and (4) occur for the most part at random and primarily among the younger and more distractible children. Focusing children's attention by having them name the letter or number out loud before and during printing reduced reversals and other errors even though the name itself was not important in producing this effect. Together these findings challenge the prevailing accounts given to explain reversals in printing and suggest an alternative proposal. (Author/RH)

ED 174 355 PS 010 786

Shechtman, Stephen A.

Career Awareness and Television Viewing in Preschool Children.

Pub Date- 76
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Childhood Interests, Childrens Television, Mass Media, *Occupational Choice, Parent Influence, *Preschool Children, Preschool Education, Research, *Sex Differences, Socialization, *Teacher Attitudes, *Television Viewing

The major purposes of this study were to determine whether career awareness in children is fostered by television viewing and to explore the perceptions of teachers with regard to three factors: children's program choices, children's occupational choices and occupational role portrayals of television characters. Also investigated were status levels of portrayed occupations and identification with parent occupation. The study included 120 preschool children and 12 teachers. The results indicated that most children could name an occupation. Sex differences were found. Correlational analysis indicated that the occupational prestige level of boys' and girls' occupational choices was more strongly associated with the occupational prestige level of their favorite television character than with that of their same sex parent. Teachers were more aware of the occupational choices of male than female students. However, teachers' awareness of the roles portrayed on the six most frequently mentioned television shows was minimal. (Author/MP)

ED 174 356 PS 010 787

Shechtman, Stephen A.

Occupational Portrayal of Men and Women on the Most Frequently Mentioned Television Shows of Preschool Children.

Pub Date- 78
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness, *Childrens Television, Class Activities, *Females, *Males, *Occupations, Preschool Children, Preschool Education, *Sex Stereotypes

The purpose of this study was to assess the distribution of male vs. female occupational portrayals in terms of occupational prestige on the six television shows most frequently mentioned by preschool children. The following shows were viewed and analyzed six times. Sesame Street, Bugs Bunny, Roadrunner, Batman, Flintstones, and Happy Days. Occupational prestige categories were measured on Duncan's Socio-Economic Index of the North-Hatt Scale. The results indicate that: (1) men outnumber women in all occupational prestige categories, with six males to every female; (2) on educational shows (Sesame Street) men outnumber females in all occupational prestige categories, with seven males to every female; (3) no women are portrayed in the high level (85-100) occupational prestige category on any of the six most frequently mentioned shows; (4) men outnumber women in all other levels of occupational prestige: medium level (70-84), ten to one; low level (55-69), four to one, below 54, twenty-seven to one. These findings indicate that women are portrayed in inferior occupational roles and in proportions not representing real world numbers. It is concluded that television as a source of incidental learning offers the preschool child a male dominated picture of the occupational world. (Author/SS)

ED 174 357 PS 010 788

Scott, L. Carol Goetz, Elizabeth M.

Memorization Tasks: Rote Learning Vs. Fun'' Learning.

Kansas Univ., Lawrence. Dept. of Human Development.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-300-77-0308
Note-26p.; Parts marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Early Childhood Education, *Educational Games, *Learning Motivation, *Memorizing, Mnemonics, Preschool Children, Research, Retention Studies, *Rote Learning
Identifiers-*Home Telephone Numbers

The purpose of the present study was to examine the effects of game-like learning activities, as compared to rote memorization procedures, on preschool subjects (n 8) recitation of their home telephone numbers. A rhyming mnemonic memory device was incorporated into the game procedures. A group design was used with a pretest-training-posttest format for both training groups. Analyses of the individual and group data indicate that subjects trained with the rote memorization procedures made fewer errors during training, demonstrated more accurate acquisition of the digit-chains, and demonstrated retention after a longer period of time than the subjects

who were trained with the game procedures. Task difficulty and the daily criterion-level probe format may have influenced the results. The effects observed indicate that further research is necessary on the efficacy of game-like academic training with young children. (Author/RH)

ED 174 358 PS 010 791

Jackson, Nancy Ewald

Passing the Individual Differences Test: A Cram Course for Developmental Psychologists.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Mar 79
Note-44p.; Expanded version of paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Ability, *Cognitive Development, *Cognitive Measurement, Developmental Psychology, *Gifted, *Individual Differences, *Research Methodology, Test Reliability, Test Validity

The primary goal of this review is to acquaint developmental psychologists who have had little experience in the study of individual differences in cognition with some of the basic rules that govern this type of research. A second goal is to stimulate researchers to consider the potential benefits of studying differences among individuals whose cognitive abilities range from average to superior rather than to limit their research to studies of contrasts between functional and dysfunctional groups. Programs of research which combine the correlational-psychometric and the normative-theoretical approaches to the study of cognitive development can contribute both to better understanding of general principles of development and to the description and ultimate explanation of individual differences. A review of the literature indicates that such research is most likely to succeed when techniques that have been developed in differential, educational, and cognitive psychology, and in comparative developmental research are apPlied to the study of individual differences in cognitive development. (Author/SS)

Entwisle, Doris R. Hayduk, Leslie Alec

Academic Expectations and the School Attainment of Young Children. Report No. 269.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-74-0029; Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Caucasians, Elementary Education, *Elementary School Students, *Expectation, Grade 1, Grades (Scholastic), Longitudinal Studies, Middle Class, Models, Parents, *Self Concept, Sex Differences, *Student Evaluation, Teachers
Identifiers-*Parameter Estimation, *Process Analysis

This paper focuses on the scholastic achievement of five cohorts of white, middle-class children as they progressed through their first grade year of an elementary school. Multiwave data on several hundred children were gathered, from just before they entered first grade to the end of that grade in an attempt to clarify the process of early schooling. Specifically, researchers wanted to investigate how expectations of significant others and feedback provided to children may affect children's achievement and academic self-image in the first grade. It was found that parents' expectations for their children's performance responded to IQ of the child, to the child's sex, and to the kindergarten teacher's forecast. Parental expectations influenced only conduct marks (not reading or arithmetic marks) and had little impact on children's expectations except for year-end reading expectations. Other parental estimates did not influence children's marks or expectations directly. Over the first grade year children's expectations were largely indeterminate although expectations did respond to arithmetic mark feedback and to parental reading expectations by the end of the year. This finding is contradictory to assumptions that children's expectations for themselves crystallize soon after they start school. Children's performance levels from the first report card to the end of the first grade were highly continuous. This suggests that even the earliest marks children receive are major determinants of future evaluations and that teachers' earliest formal evaluations may play a leading role in determining achievement levels in young children. (Author/RH)

ED 174 360 PS 010 815

Child Development Guidelines. (Revised Edition).
California State Dept. of Education, Sacramento.
Pub Date-79
Note-115p.
Available from-Bureau of Publications Sales, California State Department of Education, P. O. Boc 271, Sacramento, California 95802 ($2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, *Child Care Centers, *Day Care Services, Educational Administration, Educational Facilities, Enrollment, Fees, Government (Administrative Body), Instructional Staff, Money Management, Program Content, Project Applications, School Location, *School Policy, *State Standards
Identifiers-*California

This publication represents the compilation of various statutes, regulations, state plan materials, and guidelines developed by the Office of Child Development of the California State Department of Education, which are applicable to subsidized child care service programs. It is the intent of these guidelines to assist eligible agencies in the development and maintenance of high quality child development programs. Sections of the document cover state administration, application, eligibility, admission and enrollment, fee schedule, staffing, program components, site and facilities standards, fiscal management, and agency administration. Some of the contents are mandatory, others are discretionary. A glossary of terms is included. (Author/RH)

ED 174 361 PS 010 816

Weizmann, Fredric And Others
Models of Complexity and Infant Attention.
Pub Date-Mar 79
Note-25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Attention, *Complexity Level, *Infant Behavior, Infants, Perceptual Development, *Sex Differences, *Visual Perception
Identifiers-*Stimulus Complexity, *Vitz And Todd Perceptual Model

The primary purpose of this study was to examine whether a general perceptual model developed by Vitz and Todd (1971), capable of dealing with multiple determinants of attending, is useful for understanding infant attending. The model, previously used in research with adults, assumes that perception can be represented as a stochastic sampling process, and proposes that the total number of trials necessary to sample a figure is a measure of that figure's complexity. The relationships of age and sex to complexity preference were also explored. Three stimuli differing in complexity were presented to forty-one 8-, 10-, and 12-week-old infants, and total fixation times recorded. Overall, the infants fixated longer on the more complex stimuli; however, while preference for the most complex stimulus was clear for females at all ages, there were suggestions that males' preference for complexity increased gradually with age. In addition, overall fixation times declined with age for males but not for females. These results are interpreted as providing support for the utility of the Vitz and Todd model. Although the effects of complexity differed for males and females, as defined by the model, complexity did appear to play a role in mediating infant attention. Sex differences in development are discussed in terms of hypothesized differences in attending styles. (Author/SS)

ED 174 362 RC 011 074

Reinharz, Shulamit

Project Outreach. Experiential Learning Component of the Department of Psychology.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date-79

Note-41p.

Pub Type- Reports - Descriptive (141) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Care, College Programs, College Students, Community Agencies (Public), *Course Content, Delinquent Rehabilitation, *Experiential Learning, Health Services, *Higher Education, *Human Services, Mental Health Programs, Older Adults, Psychological Services, *Psychology, Recreation, School Services, Social Services, *Student Volunteers, Tutoring

Identifiers-Experiential Education, *Outreach, University of Michigan

Project Outreach is an undergraduate psychology course which offers students a variety of community projects in which they might become involved. The project gives students opportunities to learn through direct experience and provides seminars in which they may reflect upon these experiences. Some 36 institutions and community service agencies expose the student to real-life issues and give them a basis for considering future careers. One project offers the chance to work with special recreation programs for handicapped children, teens or adults. In another, students act as friends/tutors to delinquent boys between the ages of 13 and 17. At a retirement home students may act as companions to lonely old people and design group activities in addition to the individual visiting. Other projects include working in child care centers, helping in hospital emergency rooms, tutoring foreign students, and assisting a neighborhood tenants union. A variety of services in programs relating to the mentally ill are provided. This manual for student use lists information on enrolling in Project Outreach and gives detailed information on each of the projects available, including transportation needs, target population, student's role, group meetings, and prerequisites. Appended to the document is a discussion of the concept of Experiential Education. (Author/DS)

Fairwell, Kay, Ed.
The OBIS Story. Outdoor Biology Instructional Strategies.
California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79

Grant-NSF-SED-72-05823
Note-24p.
Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720 (free)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activity Units, Biology, *Biology Instruction, Ecology, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Field Instruction, Group Activities, Illustrations, *Instructional Materials, Learning Modules, Material Development, *Outdoor Education, Teaching Procedures, Youth Clubs, Youth Programs
Identifiers-*OBIS Program, Outdoor Biology Instructional Strategies

Active participation in a variety of outdoor activities by small groups of youngsters aged 10 to 15 is the focus of the Outdoor Biology Instructional Strategies (OBIS) project, designed to provide the firsthand outdoor experience necessary for understanding biological relationships. OBIS provides community-sponsored youth organizations and schools with 100 learning activities for use at outdoor sites, such as lawns, playgrounds, city lots, and parks, common in a man-managed environment. The OBIS Trial Edition, developed and tested over 6 years, consists of 4 Sets of 24 varied activities and a Trail Module of 4 related activities, all emphasizing biological interactions and environmental interrelationships. Their short duration and easy-to-follow format, including notes on preparation, all necessary biological information, inexpensive or homemade equipment, and follow-up, make OBIS activities suitable for both experienced and inexperienced outdoor education leaders. Because each activity is based on a single principle, leaders need not follow a rigid sequence of activities to ensure concept comprehension, although several activities may be sequenced in a program to suit the leader's needs or for integrated study of a specific subject. All trial activities are listed and briefly explained. The OBIS system also includes a training Primer, a Newsletter, and Resource Centers throughout the country. (SB)

ED 174 364 RC 011 193

Fairwell, Kay, Ed. And Others

The OBIS Trail Module. Trial Version.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jan 76

Grant-NSF-SED-72-05823

Note-25p.

Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720 ($2.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Activity Units, Biology, *Biology Instruction, Construction (Process), *Ecology, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Field Instruction, Group Activities, Illustrations, Instructional Materials, Learning Modules, Material Development, Metric System, *Outdoor Education, *Trails, Youth Clubs, Youth Programs

Identifiers-Environmental Impact Studies, Erosion, *OBIS Program, Outdoor Biology Instructional Strategies

Designed to allow youngsters aged 10 to 15 to experience the challenges and problems environmental investigators might face making an environmental impact study, the trial version of the Outdoor Biology Instructional Strategies (OBIS) Trail Module focuses on aspects of construction-related environment problems. Four activities are included in the Module: (1) Trail Impact Study'', in which participants plan a safe, convenient footpath that will have minimal impact on the site; (2) Cardiac Hill'', in which participants use pulse rates as a guide to finding the maximum steepness for a trail along which hikers can walk comfortably; (3) Hold a Hill'', an activity to determine how steep a trail can be before excessive erosion occurs; and (4) Trail Construction'', finding the best construction technique for the site. The individual, water-proof folio for each activity includes activity explanation, preparation, materials, action, discussion, and follow up. Other materials are an overview of the Module and OBIS, and an equipment card indicating how to make inexpensive metric materials for measuring slope. (SB)

ED 174 365 RC 011 194

Fairwell, Kay, Ed. And Others
Outdoor Biology Instructional Strategies Trial Edition. Set I.
California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jan 75
Grant-NSF-SED-72-05823
Note-219p.
Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720 ($8.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Activity Units, Animal Behavior, Biology, *Biology Instruction, Construction (Process), Earth Science, Ecology, Educational Games, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Field Instruction, *Group Activities, Illustrations, Instructional Materials, Learning Modules, *Outdoor Education, Plant Identification, Simulation, Water Resources, Youth Clubs, Youth Programs
Identifiers-*OBIS Program, Outdoor Biology Instructional Strategies

The Outdoor Biology Instructional Strategies (OBIS) Trial Edition Set I contains 24 varied activities which make use of crafts, simulations, and basic investigative techniques to provide introductory learning experiences in outdoor biology for children aged 10 to 15. The individual water-resistant folio for each activity includes biological definitions and concepts, materials list, preparation, action, discussion, follow up, and suggested subsequent activities. Among the activities are studies of animal movement in water, leaves, natural recycling in soil and in water, seed dispersal, ponds, natural camouflage, and predator devices. Making sun prints, mapping a study site, plant hunts, and introductory census activities are also included. Set I includes 3 introductory folios. What is OBIS?'' explains the project's governing concepts and goals. The Leader's Survival Kit'' notes good activity sites, sample activity sequences, and safety information. An OBIS Tool Box'' contains Equipment and Technique Cards giving instructions for building and using various inexpensive equipment such as plankton nets and weed grapples. Instructions for each device are complete on one card. Finally, there are 2 booklets, a Pond Guide and a Lawn Guide, designed for quick and easy identification, via pictures, written descriptions, and size scales, of the most commonly encountered organisms in those locations. (SB)

ED 174 366 RC 011 195

Fairwell, Kay, Ed. And Others

Outdoor Biology Instructional Strategies Trial Edition. Set II.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jun 75

Grant-NSF-SED-72-05823

Note-175p.

Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720 ($9.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Activity Units, Animal Behavior, Biology, *Biology Instruction, Construction (Process), Earth Science, Ecology, Educational Games, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Field Instruction, *Group Activities, Illustrations, Instructional Materials, Learning Modules, *Outdoor Education, Water Resources, Youth Clubs, Youth Programs

Identifiers-*OBIS Program, Outdoor Biology Instructional Series

The 24 activities in the Outdoor Biology Instructional Strategies (OBIS) Trial Edition Set II use living organisms such as crabs, birds, crayfish, lichens, and insects to investigate biological interrelationships, organism behavior, and species density to promote greater environmental and sensory awareness. The activities, designed primarily for groups of children ages 10 to 15, focus on terrestrial, beach, freshwater, marine, woodland, and other habitats. Light and its effect on animal behavior, study of intertidal plant and animal colonies, hibernation site study, comparison of insects in lawn areas and weedy areas, a simulated oil spill, investigation of sea movements and currents, and a series of environmental games are among the specific activities. Each is presented in a folio with an introduction, list of materials, action, discussion, and follow up. There are three additional folios: (1) an introduction to OBIS: (2) a ``Leader's Survival Kit'', with suggestions for the combination of the Set I and II activities into various learning modules organized by biological or environmental concept, skill, or habitat; and (3) an OBIS Tool Box, containing Equipment and Technique Cards with instructions for the construction and use of inexpensive equipment, such as bird feeders and tide stakes. (SB)

ED 174 367 RC 011 196

Fairwell, Kay, Ed. And Others

Outdoor Biology Instructional Strategies Trial Edition. Set III.

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-NSF-SED-72-05823
Note-161p.
Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720 ($10.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Activity Units, Adjustment (to Environment), Animal Behavior, Biology, *Biology Instruction, *Botany, Construction (Process), Ecology, Educational Games, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Experiments, Field Instruction, Group Activities, Illustrations, Instructional Materials, Learning Modules, *Outdoor Education, Youth Clubs, Youth Programs
Identifiers-*OBIS Program, Outdoor Biology Instructional Strategies

The predominant focus of the 24 Outdoor Biology Instructional Strategies (OBIS) Trial Edition Set III activities is on animal behavior, and the adaptations and diversity of both plants and animals. Night time activities, games, investigation, experimentation, and crafts are used to study ants, birds, clams, water snails, water striders, spiders, lizards, pillbugs, sow bugs, jays, and plants. The holding adaptations of water organisms, response of animals to varying light conditions, stalking, food preferences, and pigmentation are also investigated. The activities, organized in 24 separate, water-resistant folios, include introduction, preparation, materials, actions, follow up, and related activities. There are 3 additional folios. An OBIS Tool Box'' provides information for construction and use of simple equipment, such as a clam hoop, lizard rig, night shine flashlight, and sweep net, and explains game variations and craft methods. There is an order form for hard-to-locate materials. A Survival Kit'' for leaders contains sample combinations of activities from Sets I, II, and III to organize concept packages and skill units, as well as tips on safety, conservation, and site selection. What is OBIS?'' explains some major biological and environmental concepts embraced by the activities. (SB)

Throgmorton, Larry, Ed. And Others

Outdoor Biology Instructional Strategies Trial Edition, Set IV.

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SED-72-05823
Note-137p.
Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720 ($11.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Activity Units, Animal Behavior, Biology, *Biology Instruction, Construction (Process), Earth Science, Ecology, Educational Games, Educational Objectives, Elementary Secondary Education, *Experiential Learning, Field Instruction, *Group Activities, Illustrations, Instructional Materials, Learning Modules, *Outdoor Education, Simulation, Water Resources, Youth Clubs, Youth Programs
Identifiers-*OBIS Program, Outdoor Biology Instructional Strategies

Eight games are included in the 24 activities in the Outdoor Biology Instructional Strategies (OBIS) Trial Edition Set IV. There are also simulations, crafts, biological techniques, and organism investigations focusing on animal and plant life in the forest, desert, and snow. Designed for small groups of children ages 10 to 15 from schools and community youth organizations, the activities include the study of squirrel food-storage strategies, desert plants, vines, damselfly and dragonfly populations, hopping animals, tree growth, soil differences, and plants that can live in the snow. These strategies for outdoor learning experiences are individually packed in folios that include pertinent biological concepts, materials lists, preparation, action, follow up and a list of related activities. Also included in the Set are a guide to OBIS; a Leader's Survival Kit'' with ideas for safety, conservation, and site selection, as well as suggestions for combining activities from Sets I, II, III, and IV into concept and skill modules; and a Leader's Tool Box'', describing certain biological techniques and detailing the building and use of home-made equipment such as thermometer dip-sticks, pollen boards, and desert leaf models. (SB)

DeLucchi, Linda Knott, Robert C.
How to Lead an OBIS Workshop Primer.
California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-NSF-SED-72-05823
Note-10p.
Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720 (free)
Pub Type- Guides - Non-Classroom (055) - Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biology, *Biology Instruction, *Environmental Education, Field Instruction, *Group Activities, Leaders Guides, *Leadership Training, *Outdoor Education, *Workshops, Youth Clubs, Youth Leaders, Youth Programs
Identifiers-*OBIS Program, Outdoor Biology Instructional Strategies

Active participation is the key to a successful Outdoor Biology Instructional Strategies (OBIS) workshop for training OBIS leaders. Most workshops are conducted by volunteer OBIS leaders for school and community youth group leaders who will either work directly with the children or train others, in which case, the emphasis of the workshop should be altered slightly. Ten to twelve participants is the optimal workshop size if only one OBIS-knowledgeable leader is available. It is advisable to have one knowledgeable assistant for every 8 to 15 participants. Any central outdoor site can be used for the workshop. Leaders should obtain permission to use the site and should research restroom facilities in advance. Workshops should vary in length from 1/2 to 2 days, depending on the needs of the participants, and should include samples of all varieties of OBIS activities: crafts, games, simulations, and plant and animal investigations. Workshop leaders should adhere to a schedule, prepare all materials in advance, be relaxed and flexible, and encourage participants to join in every activity. Sample schedules for full and half-day workshops are included. A list is included of national community groups that might be interested in an OBIS workshop. (SB)

ED 174 370 RC 011 309

Camp Chinkapin.

Crook County School District, Prineville, Oreg.
Note-74p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Activities, Camping, Elementary Education, *Environmental Education, Experiential Learning, Field Instruction, *Grade 6, Interdisciplinary Approach, *Outdoor Education, *Resident Camp Programs, State Departments of Education, Summer Programs

The Camp Chinkapin program, begun in 1957-58 as a pilot program for the State of Oregon, provides all sixth grade students in Crook County (Oregon) with a 5-day session in a resident camp setting in the early summer. The book serves as an introduction to and workbook for students attending the Crook County Outdoor Classroom at Suttle Lake. The book includes a camp map, rules and duties, and information about living conditions and counselors. There is information regarding growth zones in route to the camp and the geology of the site. Workbook exercises and activities include work with a map and compass, and the basics of land surveying in Oregon and Washington; weather; pyramid of life''; geology of the earth and of Oregon; soil and water study; resource relationships; forest influences; tree study, including determining the age of trees; vocabulary; procedures to follow when lost in the woods; wildlife; field study of animals and plants; and creative writing. (SB)

ED 174 371 RC 011 480

Murrow, Casey, Ed.

Using Our Communities. An Outline for Action in Vermont Schools.

Spons Agency-Vermont State Dept. of Education, Montpelier.
Pub Date-Jan 77
Note-64p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Agriculture, Career Exploration, *Community Study, Community Support, Curriculum Enrichment, Educational Resources, Elementary Secondary Education, Environmental Education, *Experiential Learning, *Field Trips, Interviews, *Learning Activities, Local Government, Local History, Natural Sciences, *Outdoor Education, Parent School Relationship, *Program Development, Relevance (Education), School Community Relationship, Social Services, Social Studies, Student Motivation, Writing
Identifiers-Experiential Education, *Vermont

Outstanding community based work now going on in Vermont schools is described in this booklet which also suggests ways to develop similar work in other communities. The term ``Community Studies'' is used to encompass a broad range of activities carried out with the local community as the focus of and location for students' work. The booklet discusses ways of obtaining program support from school administrators, parents, and the local community; outlines the wide variety of experiences possible in community based studies; and gives guidelines for planning successful field trips. The section titled ``Community Studies Activities'' describes 50 projects undertaken in Vermont schools that succeeded in the eyes of the teachers and children involved. Activity categories are local history, media, natural resources, mapping, technology, government and social services, student businesses, community service projects, physical education and health, and agriculture and forestry. Additional activities illustrate the techniques of shadowing, interviewing, and observing and describe ways in which teachers have used community studies to augment the regular curriculum. Final chapters cover student writing (often the most striking success of community oriented work), record keeping, and local and regional resources. (JH)

ED 174 372 RC 011 517

Daniels, Harry W.

We Are the New Nation (Nous Sommes La Nouvelle Nation). The Metis and National Native Policy.

Native Council of Canada, Ottawa (Ontario).
Pub Date-Mar 79
Note-59p.
Pub Type- Collected Works - General (020) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians, *Canada Natives, *Civil Rights, Cultural Pluralism, *Federal Government, *Federal Indian Relationship, Government Role, *Land Settlement, *Policy, Racial Integration, Tribal Sovereignty, Tribes
Identifiers-*Metis (People)

A compilation of six policy statements, the booklet is intended to draw attention to the suppression of the rights of indigenous peoples (specifically, the Canadian Metis) by an inflexible federalist system of government, misguided national policies, and land claim settlements such as the 1978 COPE settlement. It is also intended to propose constructive alternatives to the destruction of Canadian native "collectivities". The documents include previously issued position papers, parliamentary and conference presentations, and responses to the COPE settlements, all of which formed the basis of 1978 discussions between the Canadian government and the Native Council of Canada (NCC), representing nearly one million Metis and Non-Status Indians. Written by Harry W. Daniels, president of NCC, the papers address: federalism, the myth of two founding peoples in Canada, the Metis Nation and its role in Canadian history, the James Bay Agreement, the COPE settlement, rights of indigenous peoples, and multiculturalism and the Metis. A French version is planned. (SB)

ED 174 373 RC 011 520

Peelle, Elizabeth

Mitigating Community Impacts of Energy Development: Some Examples for Coal and Nuclear Generating Plants in the United States.

Department of Energy, Washington, D.C.; Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.
Spons Agency-Nuclear Regulatory Commission, Washington, D.C.
Pub Date-Dec 78
Contract-W-7405-eng-26
Note-30p.; Revised and updated version of a paper entitled, Internalizing Social Costs in Power Plant Siting,'' presented at special invited session on Socioeconomic Issues for Nuclear Plants - A World View'' at the International Meeting of the American Nuclear Society (Washington, D.C., November 17, 1976)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Benefits, Community Involvement, Community Services, *Cost Effectiveness, Costs, *Economic Development, Facilities, *Government Role, Housing, Legislation, Planning, Rural Areas, Schools, *Socioeconomic Influences, Transportation, Utilities
Identifiers-Coal Power Plants, *Energy Development, Impact Studies, *Mitigation Plans, Nuclear Power Plants, Public Safety, Tennessee (Hartsville), Washington (Skagit), Wyoming (Wheatland)

The Hartsville, Tennessee nuclear reactor site, the coal plant at Wheatland, Wyoming, and the nuclear plant at Skagit, Washington have mitigation plans developed in response to a federal, state, and local regulatory agency, respectively; the three mitigation plans aim at internalizing community-level social costs and benefits during the construction phase of large new energy supply facilities. Among the social costs included in the mitigation plans are public and private sector services such as schools, utilities, planning, public safety, transportation, housing, and community services at power generation construction sites. Viewed as new institutional responses to social impact mitigation planning, the plans have both variances and similarities in terms of origins, goals, scope, local participation, financing and costs, adequacy and significance. The plans are highly significant because of their pioneer status, their similarity of scope despite highly diverse regulatory environments, and their custom tailoring to local circumstances. Policies providing impetus for comprehensive assessment of the effects of public development projects, including the National Environmental Policy Act of 1969, court rulings, and various state laws, are presented. (Author/NEC)

ED 174 374 RC 011 521

Bronfman, B. H.

A Study of Community Leaders in a Nuclear Host Community: Local Issues, Expectations and Support and Opposition.

Oak Ridge National Lab., Tenn.

Spons Agency-Energy Research and Development Administration, Washington, D.C.

Report No.-ORNL/TM-5997

Pub Date-Aug 77

Contract-W-7405-eng-26

Note-45p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes, *Community Development, *Community Leaders, Community Planning, Community Satisfaction, Economic Development, Employment, Environment, *Expectation, Housing, Pollution, Quality of Life, Radiation, Rural Areas, School Planning, *Social Services, Tax Effort, Values

Identifiers-Energy Development, Impact Studies, *Nuclear Power Plants, *Tennessee (Hartsville)

As part of a continuing effort to assess the social impacts on communities of energy facility planning, construction, operation, and decommissioning, a May 1977 survey of 37 community leaders in Hartsville, Tennessee (site of a nuclear power plant) establishes major local issues (past, present, and future) which leaders feel are important to community development and which are related to the nuclear facility. In addition to plant-related problems (such as housing availability and traffic congestion), schools, water, and recreation dominate leaders' thinking about current issues. These issues are expected to continue to be of importance and new issues dealing with growth and planning, employment, and taxation are expected to arise. Although adult education and public schools are seen as presently adequate, the Tennessee Valley Authority's (TVA) mitigation plan includes financial assistance for capital equipment purchase (including school buses, temporary classrooms, and equipment). In comparison to general citizen attitudes, leaders are generally more supportive of the nuclear power plant. Leaders value very highly the quality of life in the area, expect economic benefits to occur, and expect some social disruption to accompany the economic development. Environmental impacts such as water pollution and radiation hazards are seen as extremely unlikely. (NEC)

ED 174 375 RC 011 522

Purdy, Bruce J. And Others

A Post Licensing Study of Community Effects at Two Operating Nuclear Power Plants. Final Report.

Oak Ridge National Lab., Tenn.

Spons Agency-Energy Research and Development Administration, Washington, D.C.; Nuclear Regulatory Commission, Washington, D.C.

Report No.-ORNL/NUREG/TM-22

Pub Date-Sep 77

Contract-W-7405-eng-26

Note-130p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Community Attitudes, *Community Benefits, *Community Development, Community Services, Delivery Systems, *Economic Development, Expectation, Facilities, Local Government, *Political Issues, Property Taxes, Quality of Life, Rural Areas, School Planning, *Social Change, Social Services, Tax Effort

Identifiers-Connecticut (Waterford), Energy Development, *Impact Studies, Massachusetts (Plymouth), *Nuclear Power Plants

In an effort to identify and assess the social, economic, and political effects of nuclear power plant construction and operation upon two host communities (Plymouth, Massachusetts and Waterford, Connecticut), a post-licensing review revealed that the primary impact of the nuclear power plants in both communities was an increase in the property tax base. Each community chose to maintain or reduce the existing tax rate while using the additional revenue to significantly increase and enhance public service delivery systems and facilities. Over the five year period, education's share of Waterford's budget fell from 63% to 55%, while Plymouth's share rose from 35% to 43%. However, in per capita terms, the rates of increase were nearly identical, with each rounding to 72%. Indirect consequences of the fiscal impact were professionalization of administrative infrastructure, increase in the salience of growth issues, and alteration of both inter- and intra-community relationships. In retrospect, most residents would permit construction of the nuclear facilities because of the economic benefits and the lack of perceived disbenefits. The report includes: discussions of the study purpose, design, and objectives; profiles of the two communities; results of interviews with local decision makers and attitude surveys of a random sampling of citizens from each community; summaries of study findings and suggestions for future research; references; and appendices listing interviewees and survey questions and results. (Author/NEC)

ED 174 376 RC 011 560

Armbrust, Roberta

Managing the Socioeconomic Impacts of Energy Development. A Guide for the Small Community.

Energy Research and Development Administration, Washington, D.C.
Report No.-ERDA-77-79
Pub Date-Sep 77
Note-84p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Development, *Community Planning, Community Services, Costs, Economic Factors, Financial Support, *Government Role, Industrialization, Local Government, *Local Issues, *Needs Assessment, Resource Allocations, *Rural Development, *Socioeconomic Influences
Identifiers-*Energy Development, Impact Studies

Decisions concerning large-scale energy development projects near small communities or in predominantly rural areas are usually complex, requiring cooperation of all levels of government, as well as the general public and the private sector. It is unrealistic to expect the typical small community to develop capabilities to independently evaluate a highly technical development which to them is a one-time occurrence. Thus, local officials must be aware of resources which they may tap for information and assistance at other levels of government. This handbook advises local officials on how they should organize to most effectively participate with developers, government officials, and consultants in assessing, planning, and managing energy development and how to insure that information is collected and analyzed to reflect local priorities and future planning needs. Discussed are the key areas of impact requiring study employment, personal income, housing, education, transportation, water supply, solid waste collection and disposal, waste water treatment, health care, recreation, and safety. The handbook provides guidance on organizing a capital improvements program to generate revenues to cover the expanded public facilities usually resulting from energy development. Also discussed is the development of the necessary administrative structure to regulate, monitor, and permit public and private development. (NEC)

ED 174 377 RC 011 566

Simmonds, W. H. C.

Arctic Engineering Through Human Eyes.

National Research Council of Canada, Ottawa (Ontario).

Pub Date-Sep 76

Note-17p.; Paper presented at conference on Materials Engineering in the Arctic (Ste. Jovite, Quebec, September 27-October 1, 1976)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Adjustment Problems, Employee Attitudes, Engineering, Environmental Influences, *Human Engineering, Job Enrichment, Labor Conditions, Labor Force, Labor Problems, Labor Supply, *Labor Turnover, *Quality of Life, Relocation, *Rural Areas, Rural Development, *Stress Variables, Technology, Work Environment

Identifiers-Arctic, *Canada (North)

Adopting technology to people and examining projects through the eyes of those concerned are two ways new technology and engineering can be installed and successfully operated under the adverse conditions of northern Canada and in the face of predicted labor shortages in the 1980's. Adopting a more flexible technology provides the opportunity for people, not machines, to improve productivity and performance. It increases the quality of working life, significant in the north where southern workers typically experience four stresses leading to high labor turnover: isolation; lack of stimulation; unfamiliarity; and loss or diminution of normal relationships. These stresses can be reduced and workforce stability increased by designing projects from the workers' point of view, using such techniques as selling the experience of working in the north, having workers arrive in groups, hiring women, reinforcing normal social roles, and "freight-equalizing" the culture. Once stress is reduced work schedules and average stays on the project can be extended. Project policies and specifications which include human, social, cultural, and environmental aspects along with economic, financial, and technological factors may prove to be the lowest-cost solutions in the long run, requiring the most advanced technology and engineering available. A brief bilingual (French-English) abstract is included. (SB)

ED 174 378 RC 011 567

Simmonds, W. H. C.

Through Human Eyes: A New Approach to the Problem of Workforces in Remote Areas.

National Research Council of Canada, Ottawa (Ontario).

Pub Date-Apr 75

Note-19p.

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment), Community Development, Community Planning, Community Satisfaction, Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Environmental Influences, Family (Sociological Unit), *Human Engineering, Job Enrichment, Labor Conditions, Labor Force, *Labor Problems, Labor Supply, *Labor Turnover, Quality of Life, Relocation, *Rural Areas, Rural Development

Identifiers-Canada (North)

The often unstable workforce in remote areas can possibly be strengthened by stabilizing adjacent human settlements with community design which works from the inside out to emphasize the human, social, cultural, and environmental aspects of the settlements. Because stresses resulting from isolation, loss of social relationships, lack of stimulation, and harsh environment can be offset by high levels of human response, remote communities should reinforce the individual's sense of being by emphasizing his memberships in various social groups. Communities should reflect the fact that they are for people. They should be designed for families and should promote emotional stability. Housing should be flexible to allow for individuality. Transportation and services should be carefully handled. Current and future opportunities for indigenous peoples should be considered as should possibilities for early diversification. These and other criteria have implications for employers who can help control labor turnover in remote areas by reducing the shift work that is so damaging to families, reversing their approach to recruitment, adjusting the under-30 sex ratio, and "freight-equalizing" FM entertainment and communications. An appendix contains a status report on the American family. (SB)

Ahearn, Mary C.
Health Care in Rural America.
Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.
Pub Date-Jul 79
Note-43p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Federal Programs, Government Role, Health Facilities, *Health Needs, Health Personnel, *Health Programs, Health Services, *Medical Services, Metropolitan Areas, Primary Health Care, *Rural Areas, Rural Development, Rural Population, *Socioeconomic Influences, Urban to Rural Migration
Identifiers-*Health Care, Nonmetropolitan Areas

Nonmetropolitan and totally rural areas have greater unmet health needs and fewer health resources than urban areas. Blacks, American Indians, migrants, and Appalachians have specialized rural health care needs as a result of cultural isolation, poverty, and discrimination. The reversal of the rural to urban population migration has increased the strain on the health care system in all nonmetropolitan areas where the per capita distribution of physicians, medical specialists, services, and quality of facilities is significantly lower than in metropolitan areas. Communities need to develop specialized emergency medical transportation and communication, establish satellite clinics, and increase part-time physicians and midlevel health practitioners. A positive development has been the federal government's recognition of rural needs and design of eight programs to ameliorate rural health care problems: Community Health Centers, Migrant Health Centers, National Health Service Corps, Health Underserved Rural Areas, Rural Health Initiative, Rural Health Clinic Services Act, Loan Repayment, and Community Facilities Loan Programs. Under any national health insurance it will be important to recognize rural residents' health needs. The report compares four factors indicative of the condition of the health care system in both areas and shows that rural areas' lower incomes, larger aged populations, hazardous occupations, and lower educational levels contribute to poorer health care conditions. (NEC)

ED 174 380 RC 011 570

Cage, Bob N. And Others

An Assessment of Career Education Needs in Mississippi.

Mississippi Univ., University. Bureau of Educational Research.

Pub Date-Jun 77

Note-6p.; Some pages may not reproduce well due to small print size

Journal Cit-Research in Education; v9 n3 Jun 1977

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Awareness, Career Choice, *Career Education, Counselor Role, Disadvantaged Youth, Elementary Secondary Education, Handicapped Students, *Needs Assessment, Parent Role, Personal Interests, Post Secondary Education, Public Schools, Relevance (Education), Rural Education, Special Schools, *Student Attitudes, *Teacher Attitudes, Teacher Role, *Vocational Counseling

Identifiers-*Mississippi

Career education needs improvement at all educational levels in Mississippi according to summarized results of a 1976 survey of students and faculty in public schools and in schools for the blind, deaf, and crippled students. Among sixth grade students, 64% feel their parents can best advise them regarding a career, while 49% of twelfth grade students feel teachers and counselors can be most helpful. Junior college and college sophomores feel teachers and parents are equally influential. Physically disadvantaged students depend to a much greater degree on their teachers and counselors for career information and are more oriented to jobs than to careers. They need more career awareness. Students at all levels need to assess their interests, values, and goals in preparation for career choices. They also need to understand the relationship of the curriculum to the world of work, but only 18% of ninth graders have teachers who often relate school to work. Most public school teachers and fewer teachers of the disadvantaged want to teach career education although they feel unprepared to do so and need inservice training. The Mississippi State Career Education Advisory Board is using the findings in planning comprehensive career education throughout the state. (SB)

ED 174 381 RC 011 575

Hagevig, William A.
Fire Protection for Rural Communities.
Alaska State Dept. of Education, Juneau.
Pub Date-78
Note-81p.; Pages 46-53 may not reproduce well due to poor print quality and smallness of print; Revised version of a 1971 paper
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Alarm Systems, Audio Visual Aids, Community Action, Community Cooperation, Educational Programs, *Equipment, Equipment Maintenance, Equipment Manufacturers, Films, *Fire Fighters, *Fire Protection, Fire Science Education, *Rural Areas, Safety, State Aid, *Training
Identifiers-*Alaska, *Firefighting Instructions

Fire protection in rural Alaskan communities depends on individual home fire prevention and protection rather than on the services offered by a centralized fire department. Even when help is summoned to extinguish a blaze, aid does not come in the form of a cadre of highly trained firefighters; it comes instead from whomever happens to be in the area. In order to control and extinguish a fire in its early stages, citizens must have adequate warning that a fire has begun in a home and proper equipment readily at hand. This means smoke detection devices installed in all living units, as well as fire extinguishers placed in each home in the community. In the summertime, communities near a river or sea may utilize these water sources with portable fire pumps, hose and nozzles, but in the freezing temperatures of winter only fire extinguishers can be used. This manual on fire protection is divided into three sections. Dealing with firefighting equipment and methods, the first section discusses fire prevention, types of firefighting equipment, firefighting techniques, and care and maintenance of firefighting equipment. Section II explores four state assistance programs, i.e., State Fire Service Training Program and Division of Fire Prevention. The final section includes lists of fire equipment supply distributors, sample forms and applications, and audio-visual materials. The list of audio-visual materials includes synopses of 47 training films available from the Alaskan Department of Public Safety. (Author)

ED 174 382 RC 011 577

Ryan, Robert A. Trimble, Joseph E.

Toward an Understanding of the Mental Health and Substance Abuse Issues of Rural and Migrant Ethnic Minorities: A Search for Common Experiences.

Pub Date-22 May 78

Note-28p.; Paper prepared for the National Conference on Minority Group Alcohol, Drug Abuse and Mental Health Issues (Denver, Colorado, May 22-24, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment Problems, Alcoholism, American Indians, Blacks, Coping, *Drug Abuse, Ethnic Groups, *Mental Health, Mental Illness, Mexican Americans, Migrant Problems, *Migrants, *Minority Groups, Research Needs, *Rural Population, Rural to Urban Migration, Urban to Rural Migration

Identifiers-Hispanos, *Substance Abuse

The current reversal of the rural to urban migration trend among Blacks, American Indians, and Hispanics will create a myriad of coping and adaptation problems for the urban to rural migrant and the rural nonmigrant as well. It is possible to gain a partial understanding of the likely problems by reviewing studies of the ethnic minorities' rural to urban migration and the coping patterns of rural and migrant communities. New migration patterns will undoubtedly affect mental health and substance abuse, two areas closely tied to coping and adaptation strategies. Studies of the incidence of mental illness among rural and migrant minorities have shown no consistent pattern of failure to adjust. Criticism of these studies focuses on their use of hospital statistics to determine incidences of mental illness and their failure to consider migrant characteristics and circumstances under which a move occurred. The type and extent of substance abuse varies among ethnic groups but is increasing for the rural and migrant ethnic minorities as it is for their urban counterparts. Although studies have identified stresses which affect substance abuse, they have not determined the impact of social mobility and environmental change on substance abuse. Among the many research needs is the need to identify the indigenous mechanisms used to control and prevent emotional problems and abuses of narcotics and alcohol. (JH)

ED 174 383 RC 011 578

Cardenas, Jose A. Cardenas, Blandina

The Theory of Incompatibilities: A Conceptual Framework for Responding to the Educational Needs of Mexican American Children.

Intercultural Development Research Association, San Antonio, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Contract-300-75-0324
Note-30p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biculturalism, Bilingual Education, Blacks, Cocurricular Activities, Community Involvement, Culture, Curriculum, *Disadvantaged Youth, *Economic Disadvantagement, *Educational Needs, Educational Philosophy, *Educational Policy, Evaluation, Instructional Staff, Language, Low Income Groups, *Mexican Americans, Minority Groups, Mobility, Social Influences, Student Personnel Services
Identifiers-*Cardenas Cardenas Theory of Incompatibilities, Chicanos, Hispanos

According to the Cardenas-Cardenas Theory of Incompatibilities, Black, Mexican American, and economically disadvantaged children have not enjoyed the same success in school as that of the typical middle-class American because of a lack of compatibility between the characteristics of minority children and the characteristics of a typical instruction program. Over forty incompatibilities have been identified and grouped into five broad areas: poverty, culture, language, mobility, and societal perceptions. The interrelatedness and interdependence of any programs to address these incompatibilities and the inherent racism in the concept of having minority children adapt to typical programs must be considered prior to the development of an educational plan. A comprehensive education plan aimed at eliminating the incomptibilities between the school and minority children must consider a wide array of change and incorporate the following elements of school activity: educational philosophies, governances (policies, rules, and regulations), scope and sequence, curriculum, staffing, cocurricular activities, student personnel services, non-instructional needs, community involvement, and evaluation. A developmental matrix, produced by the interrelationship of incompatibilities and elements, serves as the basis of an instructional program which will improve the performance of minority children, protect the rights of minority children, and provide equality of educational opportunity. (NEC)

ED 174 384 RC 011 579

The Interface Between Desegregation and Bilingual Education As It Affects Hispanic Migrant Children.

Association of Farmworker Opportunity Programs, Raleigh, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-NIE-G-78-0132
Note-121p.; Appendices G-103 and H may not reproduce well due to small print size
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, *Bilingual Education, Bilingual Students, Educational Discrimination, Educational Needs, *Educational Opportunities, *Equal Education, Integration Litigation, Interviews, Language Programs, *Migrant Children, Migrant Education, *Migrant Problems, Migrants, Multicultural Education, School Integration, *School Segregation, Spanish Speaking, Surveys
Identifiers-*Hispanos

Literature review, questionnaire survey, and personal interviews were the primary methods of gathering information about the educational opportunities available to Hispanic migrant students needing bilingual instruction. Four major findings were supported: (1) the number and percentage of Hispanic migrant students attending segregated schools is increasing due to the segregation of Hispanic students generally and the failure to identify ``migrancy'' per se as an illegal basis for discrimination; (2) although bilingual education is a matter of civil rights (Lau v. Nichols), few non-English-speaking or limited English-speaking migrants receive appropriate language instruction; (3) educational statistics, e.g., under enrollment and high dropout rates, document the exclusion of the migrant student from the public school system; (4) even when Hispanic students are served in a desegrated, bilingual setting, there are no clear legal obligations to ensure that Hispanic migrants receive a desegrated, bilingual education. Full educational equity for the Hispanic migrant student demands comprehensive educational reform including national legislation to protect the migrant's access to a public education. Survey forms, chronology of key court decisions, bibliography, and other supporting documents are appended. (JH)

ED 174 385 RC 011 580

The Emergence of Civil Rights in Wyoming.

Wyoming State Advisory Committee to the U.S. Commission on Civil Rights, Cheyenne.
Pub Date-Dec 78
Note-57p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians, *Civil Liberties, *Civil Rights, Economic Opportunities, Equal Education, Equal Opportunities (Jobs), Feminism, Handicapped, Health Needs, Hearings, Housing Discrimination, Medical Services, Mexican Americans, *Minority Groups, *Needs Assessment, *Problems, Sex Discrimination, *State Action
Identifiers-*Wyoming

Local, state, and federal government representatives and private citizens participated in a two-day consultation on civil rights in Wyoming. Panel discussions focused on the difficulties of civil rights enforcement in the areas of housing and economic opportunity, medical care, education, the handicapped, employment discrimination, and women's rights. The conference found civil rights enforcement in Wyoming to be fragmented and uneven; among the problems discussed were the lack of a state fair housing law, overly restrictive eligibility guidelines for medicaid services, and confusion about the implementation of affirmative action to end sex discrimination in education. Based on the findings of the conference, the Advisory Committee recommended the following actions: (1) creation by statute of a state human rights commission with powers to rectify discrimination in housing, public accommodations, and employment; (2) appropriation of funds to increase staffing of the Wyoming Fair Employment Practices Commission; (3) creation of public health centers in each county of the state; (4) expansion of medicaid services to include marginal income persons; (5) development by the University of Wyoming of an effective affirmative action plan; and (6) effective monitoring of laws protecting the rights of the handicapped. (JH)

Singh, Raghu Naath Webb, Billy R.
Factors Related to Community Residents' Evaluation of Local Services.
East Texas State Univ., Commerce.
Pub Date-22 Aug 79
Note-26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 24-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Attitudes, Community Programs, *Community Satisfaction, *Community Services, Human Services, *Quality of Life, *Rural Areas, Rural Development, Social Responsibility, *Social Services, Social Welfare, Welfare Services
Identifiers-*Texas (Hopkins County)

The extent to which citizens are knowledgeable about and satisfied with major services in their communities is important in effective community development. Quantities as well as quality of services need to be assessed to make a meaningful evaluation of quality of life. To investigate selected institutional services in Hopkins County, Texas, in terms of their availability and residents' satisfaction with each, 113 randomly selected residents of 5 small, rural communities in the county were interviewed. Residents were questioned about where they secured goods and services; how they ranked the availability in their community of agricultural, industrial, recreational or business opportunities, employment, schooling, police and fire protection, etc.; their awareness of social services such as Red Cross, family planning, and senior citizen center; their participation in community organizations and activities; their perception of community attitudes, problems, needs, leaders, and desired changes; and demographic data. Results showed a large number of residents used routine services in the county seat as well as in their local community and occasional services in communities outside the county. Those who were long time residents, larger sized households, females, older, lower in level of education, low in level of community participation, urban dwellers, non-white, and had negative attitudes toward the community had greater dissatisfaction with community services. (NEC)

Actividades al Aire Libre (Outdoor Activities). OBIS/Mini-Corps.
California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SED-72-05823
Note-237p.; These activities were adapted from the activities of OBIS Trial Editions Set I, Set II, and Set III as part of the California Plan for the Education of Migrant Children
Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720
Language-English; Spanish
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Activity Units, *Bilingual Education, *Biology Instruction, Day Camp Programs, Ecology, Educational Games, Educational Objectives, Elementary Secondary Education, English, Environmental Education, *Experiential Learning, Experiments, Illustrations, Instructional Materials, Language Development, Language Skills, Learning Activities, Material Development, *Migrant Child Education, Observation, *Outdoor Education, Recreational Activities, Simulation, Summer Programs, Teaching Procedures
Identifiers-California Mini Corps Camps, *OBIS Program, Outdoor Biology Instructional Strategies

Prepared specifically for use in one-week outdoor summer camp programs for migrant children aged 10-15, the twenty bilingual (Spanish and English) educational and recreational activities in the Outdoor Biology Instructional Strategies (OBIS)/Mini-Corps package have been revised to develop language skills as well as an awareness of the outdoor environment. Simulation, observation, experimentation, and numerous games are used to study ants, fish, lichen, plant habitats and distribution, decomposers, water organisms, stalking, and food chains. Each activity is presented in an individual water-resistant folio containing an introduction, materials list, preparation, action, and language development section consisting of discussion activities, language games, and an all-Spanish mini-dictionary. Throughout the package instructions and information for the leader are in English. Headings, key words, materials, and instructions for students are bilingual. The package contains three additional folios which explain fundamental OBIS activity concepts, describe how to use the materials and activities, and give directions for the construction of simple equipment such as dip nets and aquatic observation chambers. Two booklets aid identification of organisms found in and around lawns and ponds. A Spanish version of the same package is also available. (SB)

ED 174 388 RC 011 589

Actividades al Aire Libre (Outdoor Activities). OBIS/Mini-Corps.
California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SED-72-05823
Note-143p.; These activities were adapted from the activities of OBIS Trial Editions Set I, Set II, and Set III as part of the California Plan for the Education of Migrant Children
Available from-Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720
Language-Spanish
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Activity Units, *Biology Instruction, Day Camp Programs, Ecology, Educational Games, Educational Objectives, Elementary Secondary Education, English, Environmental Education, *Experiential Learning, Experiments, Illustrations, Instructional Materials, *Language Development, Language Skills, Learning Activities, Material Development, *Migrant Child Education, Observation, *Outdoor Education, Recreational Activities, Simulation, Summer Programs, Teaching Procedures
Identifiers-California Mini Corps Camps, *OBIS Program, Outdoor Biology Instructional Strategies

The all-Spanish version of the Outdoor Biology Instructional Strategies (OBIS)/Mini-Corps Outdoor Activities set contains twenty education and recreational activities which provide a variety of outdoor biological experiences and incorporate language skills into outdoor education. Prepared especially for use by migrant children aged 10-15 in a summer camp environment, the activities employ educational games, experimentation, observation, and simulation in the study of plant and animal organisms on land and in the water. Each activity is presented in an individual water-resistant folio, complete with introduction, materials list, preparation, action, and language development section. Presented in three parts (discussion, games, vocabulary) the language section is designed to take advantage of the language possibilities that arise naturally from each activity. The package contains three additional folios which explain fundamental OBIS activity concepts, describe how to use the materials and activities, and give directions for the construction of simple equipment such as dip nets and aquatic observation chambers. A bilingual version of the same package is also available. (SB)

ED 174 389 RC 011 594

Stilson, Jan

How to Set Up a Resource Center to be Compatible with an Outdoor Program.

Pub Date-22 Aug 79
Note-9p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Design, Experiential Learning, *Facility Planning, Facility Requirements, Information Centers, Instructional Materials, *Instructional Materials Centers, Material Development, *Nature Centers, *Outdoor Education, *Resource Centers, Resource Materials
Identifiers-*Laredo Taft Field Campus IL

A materials collection can provide indirect experiences that will supplement the direct learning experiences offered by an outdoor education nature center. The Instructional Materials Center at Lorado Taft Field Campus provides such multiple learning experiences as it offers print media as well as slides, films, tapes, and projection and field equipment. The center serves a clientele ranging from school children to university faculty. All grade levels of materials at Taft feature a concentration of information on natural science environmental/energy awareness, conservation, camping, and education, particularly outdoor education. The areas of folklore, American Indians, arts and crafts and prairie preservation also receive emphasis to a somewhat lesser degree. Organization of an outdoor education resource center should include: (1) location in a centrally situated room; (2) like items placed together, e.g. field equipment on a peg board, media with media; (3) pamphlets and brochures placed in file folders organized by subject; (4) index cards on all materials in the center. Sources for collection materials include government and professional organizations, publisher's catalogs, and bookstore inventory lists. The focus of the collection should remain directed toward the needs of the center's program so that the indoor instruction materials will coordinate and support the lessons to be learned from the outdoor resources. (DS)

ED 174 390 SE 025 067

Churchman, David Wingard, Joseph

Adapting Science Curricula to the Needs of Teachers and Students.

Pub Date-78

Note-16p.; Paper presented at the Bat Sheva Seminar on Curriculum Implementation (Rehovot and Jerusalem, Israel, August 1978)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Administrator Responsibility, Costs, *Curriculum Development, Curriculum Problems, *Decision Making, Knowledge Level, *Science Curriculum, Science Education, Secondary Education, Secondary School Science, Skills, Teacher Attitudes, Time Factors (Learning)

This paper focuses on the way that information from a field test of any new curriculum can be used by an administrator to implement it into a school or group of schools. Suggestions relate to estimating students' knowledge, skills, and attitudes, and to measuring the extent to which a curriculum is implemented. These factors are considered with regard to decision-making. Several models illustrate the relationships between teacher attitudes, elements of the curriculum and student outcomes. Program costs and time constraints are discussed. (Author/SA)

ED 174 391 SE 025 270

Goldberg, Isadore

Randall Aerospace and Marine Science Project (RAMS): An Evaluation Study. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.
Spons Agency-District of Columbia Public Schools, Washington, D.C.
Pub Date-Aug 78
Contract-0459-AANS-08-GA
Note-42p.; Contains occasional light and broken type
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aerospace Education, Career Development, Community Resources, *Educational Alternatives, *Interdisciplinary Approach, *Marine Biology, Motivation Techniques, Performance Based Education, Science Education, Secondary Education, Secondary School Science

This report of the Aerospace and Marine Science Program for students in the Washington, D.C. Public Schools is intended to provide direction to unmotivated students through an interdisciplinary curriculum based on marine and aerospace science themes. The program emphasizes career development and a competency based curriculum. An evaluation design chart is presented. It encompasses aspects ranging from school facilities, staff, and community resources to the student selection process, testing, and attendance. The major objectives of the project are given in this chart. Results of the evaluation of achievement are given from standardized tests, students' perceptions of academic progress and teachers' perceptions of academic progress. (Author/SA)

ED 174 392 SE 025 281

Malcom, Shirley Mahaley And Others
An Inventory of Programs in Science for Minority Students, 1960-1975.
American Association for the Advancement of Science, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-AAAS-Pub-76-R-10
Pub Date-Sep 76
Grant-NSF-SED-75-16834-A-01
Note-195p.
Available from-American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (no price stated)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Asian Americans, Blacks, College Science, Courses, Curriculum Development, *Engineering Education, Higher Education, Indians, *Minority Groups, *Science Education, *Science Programs, *Science Projects, Sciences, Teaching Methods, *Technical Education

This inventory of science education projects for minorities in the United States contains a survey of efforts made since 1960 to improve the science education of minority groups and to increase their participation in science and science-related careers. All levels of science education are included in the survey; physical and biological sciences, engineering and technical fields, health sciences, agriculture, science education and counseling, and some social sciences. The survey includes all types of efforts such as curriculum innovations, experimental ways of teaching and organizing courses, motivational programs, summer programs, teacher improvement programs, recruitment efforts, counseling improvement, and many others directed toward increasing the number of minority students in the pool of potential scientists, engineers, technicians or health professionals. The projects (programs) survey also includes: (1) a brief description of the goals and methodology; (2) an indication of educational level and demographic characteristics of the target groups; (3) outcomes and conclusions; (4) locations; (5) sponsoring institution; (6) duration; (7) name of project

officer; (8) costs; and (9) source of funding. The inventory has 355 entries. (GA)

ED 174 393 SE 026 319

Schlenker, Richard M.
A Student Guide to Studying General Chemistry.
Pub Date-Dec 78
Note-15p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Chemistry, *College Freshmen, College Science, Group Instruction, Higher Education, *Learning Activities, Science Courses, Science Education, *Science Instruction, *Student Responsibility

This is a guide for introductory college chemistry students who are new to the subject of chemistry and who have been exposed to linear and second-order algebra equations and the concept of slope. The guide presents directions on the following topics: (1) How to prepare for lectures and take notes; (2) How to study chemistry outside of class using the text and problem solving; (3) Preparing for examinations and using the examination as a learning tool; (4) How to prepare for a laboratory; and (5) What to do during the laboratory. A diagram of the basic chemistry learning scheme is given to illustrate the logical progression through the chemistry course. (SA)

ED 174 394 SE 026 320

Schlenker, Richard M.

An Evaluation of Post-Course Student Attitudes in an Audio-tutorial College Chemistry Course.

Pub Date-Oct 78
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Autoinstructional Laboratories, *Chemistry, College Science, Educational Research, Higher Education, *Science Instruction, *Student Attitudes, *Undergraduate Students

Reported is a study of the effects of audio-tutorial chemistry instruction to determine if: (1) students will respond to post-course questionnaire items consistently within a category; (2) responses to items concerning equipment would be consistent within a category; and (3) attitudes towards educational materials would be consistent within a category. Analysis of the data showed that the first and third hypotheses were rejected, and the second was not. Recommendations for a correlational study of the relationship between students' disinterest in AT instruction and reasons for disinterest are given. A table presenting the tabulations of the responses to the post-course attitude questionnaire is included. Percentages have been calculated for each of the 70 items. (Author/SA)

ED 174 395 SE 026 328

Stroup, Kala Jasnoski, M. L.
Do Talented Women Fear Math?

Spons Agency-American Association of Univ. Women, Washington, D.C.
Pub Date-77
Note-10p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anxiety, *Career Opportunities, *College Mathematics, Higher Education, *Research, Sex Differences, *Talented Students, *Womens Education
Identifiers-*Research Reports

Talented women were defined as college freshmen or sophomores having at least three years of high school mathematics and a mathematics ACT score of 27 or higher. The proposition that math anxiety would result in math avoidance when these talented women entered college was studied. The conclusion was that these talented women are generally not avoiding math because they are anxious. Possible explanations are given and suggestions for further research are made. (MP)

ED 174 396 SE 026 573

Menninger, Sally Rose, Clare

Women Scientists in Academe: The Numbers and What the Numbers Don't Say.

Pub Date-78

Note-22p.; Paper presented at the annual conference on Women in Education (4th, Madison, Wisconsin, October 28, 1978); Contains occasional light type

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Employment Patterns, Engineering Education, *Engineers, Enrollment Trends, *Females, Science Education, *Scientific Manpower, *Scientists, Womens Studies, *Working Women

This report presents the results of a study of the employment and enrollment patterns of women scientists and engineers conducted by the Evaluation and Training Institute with assistance from the National Science Foundation, and compares them to the results of other studies. Overall, the distributions of both women and students across the various disciplines in the study sample reflected the traditional patterns of career interests of women in the sciences, and was representative of findings reported from other studies. Women have been, and continue to be, concentrated in the life sciences, the social sciences, and psychology; they have been, and continue to be, least visible in the technical disciplines such as engineering and physical sciences. However, graduate enrollment figures show increasing numbers of women entering the technical areas in the past five years. In the social sciences, women were almost equally represented in small and large schools, accounting for 2% in the small schools and 20% of the employee force in the large schools. Another significant pattern was a concentration of women employees in high prestige departments. (Author/BB)

ED 174 397 SE 026 728

Dekkers, John Allen, Leslie R.

Science Cognitive and Activity Preferences and Their Relationship to Present Practices in Science Instruction in Secondary Schools in Penang, Malaysia.

Pub Date-77

Note-76p.; Contains occasional marginal legibility

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Curriculum Development, Curriculum Planning, *Developing Nations, *Educational Research, Perception Tests, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, *Student Attitudes

Described are science cognitive and activity preferences of a sample of secondary students in Georgetown, Malaysia whose perceptions of instructional practices in science were considered. Three instruments were used to collect data. The analysis considers the mean scores and F-test results for a Science Cognitive Preference Inventory, an Activity Preference Inventory, and a Science Activity Occurrence Checklist. The results are generalized to the remainder of urban Malaysia. (SA)

ED 174 398 SE 026 745

Environmental Education: Architecture's Role.
American Inst. of Architects, Washington, D.C.
Pub Date-Oct 78
Note-24p.
Available from-American Institute of Architects, 1735 New York Avenue, N.W., Washington, D.C. 20006 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Architectural Character, Architectural Programing, *Architecture, *Educational Legislation, *Environmental Education, Private Agencies, *Public Policy, Science Education

This paper provides information to public officials, state legislators, and the general public regarding the Institute's policy and initiatives on the development of environmental education legislation or regulation. It supports state legislation to establish environmental education programs at all levels of public and private education. Included are discussions of the AIA policies on environmental education, the role of the architect in environmental concerns, a discussion of the Environmental Education Act of 1970, examples of state programs and legislation, and suggestions for establishing environmental education programs in response to implementation of proposed legislation and regulations. (Author/RE)

ED 174 399 SE 026 899

Wadden, Richard A., Ed.

Energy Utilization and Environmental Health: Methods for Prediction and Evaluation of Impact on Human Health.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-77

Grant-G007602055

Note-292p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Air Pollution Control, *Energy, Environment, *Environmental Criteria, *Environmental Influences, *Health, Natural Resources, *Planning, Pollution

A variety of socio-economic criteria are suggested for the choice of how best to utilize energy resources. One of the most significant of these criteria is the prediction and evaluation of existing and potential human health effects of recovery and usage of various energy resources. Suggestions are made for incorporation of these methods in site planning for power production facilities and in devising pollution control strategies. Evaluation of general environmental impact of various methods of power production is discussed in the context of decisions made during planning processes. (RE)

ED 174 400 SE 026 963

Wilson, James W., Ed. And Others

Journal for Research in Mathematics Education, Vol. 9, No. 4, July 1978.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-Jul 78
Note-85p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (Subscription for nonmembers $10.00, $8.00 for members, $2.50 single copy)
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, *Annotated Bibliographies, *Doctoral Theses, Elementary Secondary Education, Higher Education, *Mathematics Education, *Research, *Research Reviews (Publications)

An annual annotated listing of research on mathematics education is presented. The research is organized alphabetically by author(s) within three categories (research summaries, journal-published reports, and dissertation abstracts). Grade and age levels are indicated for each reference. An index of general topics is appended to help readers locate studies of particular interest. Included in the listing are studies in which mathematics education was not the sole or primary focus of the research. Most annotations indicate one principal finding of the study. (MP)

Wollman, Warren

Developmental Implications of Science Teaching: Early Adolescence.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-134p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cognitive Development, Concept Formation, *Developmental Psychology, Elementary Secondary Education, Higher Education, Learning, *Learning Theories, *Research Reviews (Publications), *Science Education
Identifiers-Ausebel (David P), Information Analysis, *Piaget (Jean)

This review of research, developed in cooperation with the National Association for Research in Science Teaching, was designed to analyze and synthesize the research related to developmental psychology and its relationship to science education. The review is divided into five parts: (1) Introduction; (2) Historical Precedents of the Developmental Movement in Education; (3) Piaget's Theory; (4) Piaget and Education: Implications and Contradictions; and (5) Recent Traditions in Instructional and Cognitive Psychology. The reference section contains 266 entries. (PEB)

ED 174 402 SE 027 650

Andersen, Hans O., Ed.

Science Education: A Probe for Tomorrow.

Indiana Univ., Bloomington. School of Education.

Pub Date-79

Note-130p.

Available from-Viewpoints in Teaching and Learning, Publications Office, School of Education, Indiana University, Bloomington, Indiana 47405 (Subscriptions $14.50/year; $3.95 ea.)

Journal Cit-Viewpoints in Teaching and Learning; v55 n1 Entire Issue Winter 1979

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Aptitude, *Cognitive Development, *Content Analysis, Curriculum Development, Educational Research, Handicapped, Higher Education, Individualized Instruction, Learning Theories, Models, Preservice Education, *Science Curriculum, Science Education, *Science Instruction, Teacher Education, Teaching Methods

Identifiers-*Piaget (Jean)

This publication, designed for educators, researchers, and university students, includes articles of theory, opinions, research and practical application pertaining to all levels of educational practice. The first two articles define the place of science in the curriculum, first as a basic study and then as a holistic study. The next three articles examine the implications that Piaget, Piagetian Studies, teaching models, aptitudes, and technology have for improving science instruction and student learning. The last five articles treat some persistent problems and describe some possible solutions: (1) science content selection; (2) science for the handicapped; (3) readability problems; (4) the preservice science preparation of elementary teachers; and (5) closing the widening gap between research and practice. (Author/GA)

ED 174 403 SE 027 767

Healy, Peter S. D.

A Summary of Current Practices in B. C. Junior Secondary Science with Respect to Limited Success Students.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Report No.-ERIBC-79:9
Pub Date-1 Feb 79
Grant-ERIBC-224
Note-132p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Educational Practice, *Educational Research, *Junior High School Students, *Low Ability Students, *Science Education, Science Teachers, Secondary Education, Secondary School Students, *Secondary School Teachers, *Slow Learners

Presented is a survey study funded by the Educational Research Institute of British Columbia (ERIBC), Canada. The purpose of this study was to compare current practices used in the teaching of science to limited success students in British Columbia junior secondary schools and those practices advocated in the literature from other countries. A mail questionnaire was distributed to a selected sample of 336 junior science teachers in the province. Eighty-two percent of the sampled teachers (229) responded to the questionnaire. Teachers responded to questionnaire items on student grouping practices, class size, methods of current determination, approaches to learning, student evaluation, teacher background and teacher experience. The results of the responses were reported as frequency of responses and percentage response. Results provided a picture of current practices in British Columbia as perceived by the teachers sampled. Sixteen recommendations were also generated relating to science curriculum, teachers and school administration, teacher training and further research. (HM)

ED 174 404 SE 027 807

Saunders, Ramona L. Yeany, Russell H.

The Effects of Diagnosis, Remediation and Locus of Control on Achievement, Retention, and Attitudes of Middle School Science Students.

Pub Date-Mar 79

Note-18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979); Contains light and broken type

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement, Attitudes, Cognitive Processes, Cognitive Style, Diagnostic Teaching, *Educational Research, *Elementary Secondary Education, Intermediate Grades, *Locus of Control, *Middle Schools, *Remedial Instruction, *Retention, Science Education, Science Instruction

Reported is a study designed to determine the effects of diagnostic testing followed by prescribed remediation on the immediate and retained science achievement of middle school students, and to determine if effects of treatment were consistent across students' race and locus of control (LOC) levels. Three intact seventh-grade science classes were randomly assigned to the following treatment levels: (1) Comparison levels - objectives only; (2) Experimental level I - diagnostic level; and (3) Experimental level II - diagnostic/remediation level. Data were analyzed using ANOVA procedures in a 3x2x2 (treatment x LOC x race) factorial design. Pretreatment achievement data were used as the covariates. The study indicates that students who experienced diagnostic remedial instruction showed a 10% - 12% greater retention of science concepts. Internal LOC students scored higher than did external students. White students showed greater retention than did black students, but these differences were reduced through the use of diagnostic remedial instruction. (Author/GA)

ED 174 405 SE 027 823

George, Jean Craighead

Everglades Wildguide.

National Park Service (Dept. of Interior), Washington, D.C.

Pub Date-72

Note-113p.; Shaded and colored drawings and maps may not reproduce well

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2405-00497; No price quoted)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Biological Sciences, Botany, *Conservation Education, *Earth Science, *Ecology, Environmental Education, Geology, Maps, *Natural Resources, *Science Education, *Water Resources, Wildlife Management, Zoology

Identifiers-*Everglades National Park

This handbook describes the various components of the ecology of the Everglades National Park. Numerous maps, charts, and drawings supplement the text. Topics discussed include the topography of the Everglades, plant and animal communities, specific species living in the Everglades and the Indians that have hunted and lived in the Everglades. An appendix includes a glossary, a bibliography, a list of rare and endangered animals living in the Everglades, and checklists for mammals, birds, reptiles, amphibions, and trees of the Everglades. (RE)

ED 174 406 SE 027 826

Proceedings: Southeastern Conference on Environmental Education (Savannah, Georgia, March 2-4, 1979). The Basics of Environmental Education.

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date-Mar 79

Note-93p.; Marginally legible

Available from-Department of Social Science Education, University of Georgia, Athens, Ga. 30602 (no price quoted)

Pub Type- Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-*Curriculum Development, Ecology, *Elementary Secondary Education, *Environment, *Environmental Education, Federal State Relationship, *Information Dissemination, *Program Descriptions, Science Education, Social Sciences, State Programs

Included are descriptions of many environmental education projects throughout the U.S. Remarks by keynote speakers at the conference are included along with reports on information dissemination networks for environmental education. Nineteen papers and texts of speeches are provided. (RE)

Ecology and Human Values: A Course of Study. (Working Draft).
Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WDPI-Bull-3171
Pub Date- 72
Note-61p.; For related document, see ED 055 864 ; Document prepared through the Dissemination Project
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Air Pollution Control, *Ecology, *Environmental Education, Land Use, *Natural Resources, Pollution, Population Education, Science Education, *Secondary Education, Social Problems, *Social Studies, Social Values, Technology, *Values, Waste Disposal, Water Pollution Control, Water Resources

This interdisciplinary course is designed for senior year high school students in social studies and/or science. Its main thrust is the investigation of human values as they relate to the environment, although rooted in the natural sciences as a means of understanding the complexities inherent in the environment. Use is made of the case study approach to environmental issues (controversial questions) together with participatory research in the community. Multi-text, small group instruction, individual projects, and simulation techniques are also incorporated to develop an understanding and a corresponding value and behavior change in the inter-relationship of man to his biophysical and sociocultural environment. The course is subdivided into seven sections: (1) An Introduction to Crises; (2) Ecology; (3) The Nature of Man; (4) Science-Technology; (5) Concerns Caused by Science-Technology; (6) Population; and (7) The Role of the Scientist, Citizen, Industrialist, and Administrator in Ecology. Each unit indicates the subtopics to be covered, objectives, generalizations, methodology, culminating activities, evaluation, resources, and supplementary information where appropriate. (Author/BL)

ED 174 408 SE 027 949

Alternatives for Slow Learners in Secondary School Math.

City Univ. of New York, Flushing, N.Y. Queens Coll.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 May 79
Grant-NSF-SER-77-20587
Note-66p.; Page 49 and Appendix III deleted due to copyright restrictions; Not available in hard copy due to copyright restrictions
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Alternatives, *Educational Research, *Evaluation, Information Dissemination, Learning Activities, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Slow Learners, *Workshops

This project was organized in an attempt to provide local schools and school districts with the best available information regarding slow learners in secondary school mathematics. The information was disseminated through two workshop conferences (spring and summer), a newsletter, and follow-up field visits to the participating school districts. The focus of this evaluation was to assess the extent to which participants were satisfied with the workshop experiences and to determine the components of the participants' satisfaction with the workshop and conference. (MP)

ED 174 409 SE 027 978

Biomedical Interdisciplinary Curriculum Project: Practicum Manual.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-149p.; For related documents, see SE 027 979-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographies, *Career Education, Health, Health Education, *Health Occupations Education, *Health Personnel, Higher Education, *Medical Education, Occupational Information, *Secondary Education

This guide is designed to assist in the preparation of "hands-on" career experiences in the health care occupations for high school students. The experiences take place in at least three different work settings in addition to participation in small-group discussions, and lectures from practicing professionals. Students are encouraged, in the final stages of the practicum, to explore one specific health care occupation in depth. The guide is divided into three sections: (1) introduction; (2) steps for practicum implementation; and (3) developing the practicum curriculum. Ten appendices provide supporting instruction on details such as form preparations and press releases. (RE)

ED 174 410 SE 027 979

Biomedical Interdisciplinary Curriculum Project: BIP (Biomedical Instrumentation Package) User's Manual.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-33p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Health Education, Higher Education, *Instructional Aids, *Instrumentation, *Laboratory Equipment, Laboratory Techniques, *Laboratory Training, Measurement Techniques, Medical Education, *Science Education, Secondary Education

Described is the Biomedical Instrument Package (BIP) and its use. The BIP was developed for use in understanding colorimetry, sound, electricity, and bioelectric phenomena. It can also be used in a wide range of measurements such as current, voltage, resistance, temperature, and pH. Though it was developed primarily for use in biomedical science curricula, it is also useful in general electronics, physics, or biology laboratories. (Author/RE)

Biomedical Science, Unit I: Respiration in Health and Medicine. Respiratory Anatomy, Physiology and Pathology; The Behavior of Gases; Introductory Chemistry; and Air Pollution. Student Text. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-274p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anatomy, Chemistry, Environment, *Health, *Health Education, Higher Education, Medical Education, Pathology, Physics, *Physiology, *Science Education, Secondary Education
Identifiers-*Respiration

This student text deals with the human respiratory system and its relation to the environment. Topics include the process of respiration, the relationship of air to diseases of the respiratory system, the chemical and physical properties of gases, the impact on air quality of human activities and the effect of this air pollution on health. Superimposed on the lessons in scientific principles throughout the text is a continuing case study of a man's life span using respiratory health as the concept under analysis in this context. (RE)

ED 174 412 SE 027 981

Biomedical Science, Unit I: Respiration in Health and Medicine. Respiratory Anatomy, Physiology and Pathology; The Behavior of Gases; Introductory Chemistry; and Air Pollution. Laboratory Manual. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-181p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Chemistry, Environment, Health, *Health Education, Higher Education, *Laboratory Experiments, *Laboratory Techniques, *Laboratory Training, Medical Education, Pathology, Physics, *Physiology, *Science Education, Secondary Education
Identifiers-*Respiration

Designed to accompany the student text on respiration, this manual presents instructions on the use of laboratory equipment and presents various experiments dealing with the concepts presented in the text. Thirty-nine laboratory activities are described. Laboratory activities are divided into several parts, each part covering a specific experiment dealing with the concept covered by the activity. Each experiment includes a description of materials, procedures, and discussion questions. (RE)

ED 174 413 SE 027 98

Biomedical Science, Unit 1: Respiration in Health and Medicine. Respiratory Anatomy, Physiology and Pathology; The Behavior of Gases; Introductory Chemistry; and Air Pollution. Instructor's Manual. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-201p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anatomy, Chemistry, *Curriculum Guides, Environment, Health, *Health Education, Higher Education, *Lesson Plans, Medical Education, Pathology, Physics, *Physiology, *Science Education, Secondary Education
Identifiers-*Respiration

This volume contains the lesson plans and appropriate teacher background information for a 43-lesson sequence on the subject of respiration. Associated materials, contained in separate volumes, include a student text and a student laboratory manual. Each lesson outline includes a rationale, objectives, sequence of student text lessons and laboratory activities, suggestions, teaching notes, and materials necessary for teaching each lesson. (Author/RE)

ED 174 414 SE 027 983

Biomedical Science, Unit IV: The Nervous System in Health and Medicine. The Nervous System; Disorders of the Brain and Nervous System; Application of Computer Science to Diagnosis; Drugs and Pharmacology; The Human Senses; Electricity. Student Text. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-191p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anatomy, *Biology, Computer Programs, Drug Education, Electricity, Health, Health Education, Higher Education, Mathematics Education, *Medicine, Neurological Organization, *Neurology, Pathology, Physical Sciences, *Physiology, *Science Education, Secondary Education

This unit consists of four sequences. The first considers the brain, the nervous system, and disorders of the brain. The second sequence deals with applications of the computer in diagnosis of brain disorders along with mathematical and statistical principles used in health applications. The third sequence is concerned with drugs and their effects on the nervous system. The final sequence deals with senses, primarily sight and hearing. The properties of light and sound of medical importance are considered. Supplementary lessons on concepts of electricity are provided. (Author/RE)

ED 174 415 SE 027 984

Biomedical Science, Unit IV: The Nervous System in Health and Medicine. The Nervous System; Disorders of the Brain and Nervous System; Application of Computer Science to Diagnosis; Drugs and Pharmacology; The Human Senses; Electricity. Instructor's Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-204p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anatomy, Biology, Computer Programs, *Curriculum Guides, Drug Education, Health, *Health Education, Higher Education, *Lesson Plans, Neurological Organization, Neurology, Physiology, *Science Education, Secondary Education
Identifiers-*Nervous System

This volume contains the lesson plans and appropriate teacher background material for a 37-lesson sequence on the nervous system in health and medicine. Additional material is provided for supplementary lessons on concepts of electricity. Associated material, contained in separate volumes, include a student text and a student laboratory manual. Each lesson outline includes a rationale, objectives, sequence of student text lessons and laboratory activities, suggestions, teaching notes, materials (where appropriate), and anticipated results. (RE)

ED 174 416 SE 027 985

Biomedical Science, Unit IV: The Nervous System in Health and Medicine. The Nervous System; Disorders of the Brain and Nervous System; Application of Computer Science to Diagnosis; Drugs and Pharmacology; The Human Senses; Electricity. Laboratory Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-151p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anatomy, Biology, *Computer Science, Electricity, Health, *Health Education, Higher Education, *Laboratory Techniques, *Laboratory Training, Mathematics Education, Pathology, *Physiology, *Science Education, Secondary Education

Designed to accompany the student text on the nervous system, this manual presents laboratory activities dealing with concepts presented in the text. Thirty-seven activities are described. Four supplementary activities dealing with concepts in electricity are also included. Laboratory activities are divided into several parts, each part covering a specific experiment dealing with the concept covered by the activity. Each part includes discriptions of materials, procedures, and discussion questions. (RE)

ED 174 417 SE 027 986

Biomedical Mathematics, Unit I: Measurement, Linear Functions and Dimensional Algebra. Student Text. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-298p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, *Career Education, Health, *Health Education, *Interdisciplinary Approach, *Mathematics Education, *Measurement, Science Education, Secondary Education, Statistics, Trigonometry

This text presents lessons relating specific mathematical concepts to the ideas, skills, and tasks pertinent to the health care field. Among other concepts covered are linear functions, vectors, trigonometry, and statistics. Many of the lessons use data acquired during science experiments as the basis for exercises in mathematics. Lessons present mathematical exercises in the context of biomedical problems and situations. (RE)

ED 174 418 SE 027 987

Biomedical Mathematics, Unit I: Measurement, Linear Functions and Dimensional Algebra. Instructor's Manual. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-119p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Algebra, Career Education, *Curriculum Guides, Health, *Health Education, *Interdisciplinary Approach, *Lesson Plans, *Mathematics Education, Measurement, Science Education, *Secondary Education

This guide presents lesson plans for the teaching of mathematics within the biomedical curriculum. It is designed to accompany the student text. Lessons concentrate on biomedical applications of the subject mathematical techniques, and are designed to be taught in close cooperation with the science lessons of the curriculum. Each lesson plan presents objectives, class periods required, overview and remarks, and a key to problems presented in the student text. (RE)

ED 174 419 SE 027 988

Biomedical Mathematics, Unit IV: Symbolic Logic, Trigonometry and Statistics. Student Text. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-76

Note-199p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, Computer Science, Health, *Health Education, *Interdisciplinary Approach, *Mathematical Logic, *Mathematics Education, Science Education, Secondary Education, *Statistics, *Trigonometry

This text presents lessons in specific mathematical concepts. It usually presents concepts in the context of problems typically occurring in health care situations or relating to biomedical concepts. Some lessons relate to concepts being studied in other disciplinary components of the biomedical interdisciplinary curriculum. For example, symbolic logic is presented in the context of computer science presented in the science portion of the curriculum. (RE)

ED 174 420 SE 027 989

Biomedical Mathematics, Unit IV: Symbolic Logic, Trigonometry and Statistics. Instructor's Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 76
Note-99p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Computer Science, Health, *Health Education, Interdisciplinary Approach, *Lesson Plans, *Mathematical Logic, *Mathematics Education, Science Education, Secondary Education, *Statistics, *Trigonometry

Designed to accompany the student text, this guide presents lessons relating specific mathematical concepts to the interdisciplinary biomedical curriculum. Each lesson includes discussion of objectives, recommended class periods involved in the lesson, and a section of overview and remarks. Advice on teaching the concept, integrating the lesson with other disciplines of the curriculum, and options for teaching the lesson are presented in the overview and remarks section. (RE)

Biomedical Social Science, Unit I: Health and Society. Basic Social-Science Inquiry Into Health-Related Problems. Student Text. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Note-77p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, Environment, *Health, *Health Education, Interdisciplinary Approach, Medicine, Public Health, Secondary Education, *Social Studies, Social Values, *Values

This group of lessons introduces the student to the relationships of health care to social and sociological concerns. Lessons include: (1) discussion of social research techniques; (2) value clarification; (3) educational prerequisites for selected medical occupations; (4) simulations and models; and (5) family health. (RE)

ED 174 422 SE 027 991

Biomedical Social Science, Unit I: Health and Society. Basic Social Science Inquiry Into Health-Related Problems. Instructor's Manual. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C
Pub Date-75
Note-150p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Environment, *Health, *Health Education, Interdisciplinary Approach, *Lesson Plans, Public Health, Science Education, Secondary Education, *Social Studies, Social Values, *Values

This guide presents lesson plans to accompany the lessons presented in the associated student text. The lessons are designed to teach social science concepts that enhance the prospective health care practitioner's ability to interact effectively with people and to anticipate the demands of health care delivery situations. An introduction to the concepts to be taught in this approach is provided. Lesson plans provide: (1) a synopsis; (2) objectives; (3) lists of supplies needed for the lesson; (4) suggested teaching procedures; and (5) discussion and suggestions concerning the assignment associated with the lesson. (RE)

ED 174 423 SE 027 992

Biomedical Social Science, Unit II: Health, Culture and Environment. Student Text, Part One. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Note-151p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Pages 60-63 removed due to copyright restrictions; Cartoon on page 57 removed due to copyright restrictions; Numerous photographs will not reproduce well; Contains occasional light type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cultural Awareness, *Environment, Environmental Education, *Health, *Health Education, Interdisciplinary Approach, *Social Studies, *Social Studies Units, *Social Systems

This text is the first of three volumes which present lessons in world culture. Lessons are presented in various contexts, frequently in the context of issues pertinent to the biomedical interdisciplinary curriculum. The text discusses various world cultures and many aspects of cross-cultural relationships. The effects of cultural characteristics on health and environment are discussed. Numerous photographs, readings, and anecdotes are provided. (RE)

Biomedical Social Science, Unit II: Health, Culture and Environment. Student Text, Part Two: Africa. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-212p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Pages 11-14 and 21-26 removed due to copyright restrictions; Photographs will not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*African History, *Cultural Awareness, *Environment, Environmental Education, Health Education, Interdisciplinary Approach, Public Health, *Social Studies, *Social Systems, World Affairs
Identifiers-*Africa

This student text deals with cultural, historical, and environmental issues specific to Africa. The lessons are presented in various formats including readings, photographic essays, and exercises. The lessons are not specifically couched in the context of health issues, but do contribute to the integrated approach of the biomedical interdisciplinary curriculum. (RE)

ED 174 425 SE 027 994

Biomedical Social Science, Unit II: Health, Culture and Environment. Student Text, Part Two: Urbanization. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Note-142p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Pages 65-69 and cartoon on page 76 removed due to copyright restrictions

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Awareness, *Environment, *Environmental Education, *Health, Health Education, Interdisciplinary Approach, *Social Studies, Social Studies Units, Social Systems, Urban Areas, Urban Culture, *Urban Environment, *Urbanization, World Affairs, World History

This text presents lessons in urban culture. Lesson materials deal with urban areas in various parts of the world and present concepts in various formats including readings, exercises, photo and graphic displays, and tables. Although not specifically limited to health topics, the lessons contribute to the context of the biomedical interdisciplinary curriculum. (RE)

ED 174 428 SE 027 995

Biomedical Social Science, Unit II: Health, Culture and Environment. Instructor's Manual. Revised Version, 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-107p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Pages 11-14 removed due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cultural Awareness, *Environment, Environmental Education, Health, *Health Education, Interdisciplinary Approach, *Lesson Plans, *Social Studies, Social Studies Units, *Social Systems

This is the guide to the student texts which deals with world cultures and their relationship to health and environment. Each lesson plan presents: (1) a synopsis of the lesson; (2) objectives; (3) necessary supplies for teaching the lesson; (4) segments covered in the student text; (5) suggested teaching procedures; (6) assignments to be made to the students; and (7) appropriate handouts. (RE)

ED 174 427 SE 027 996

Biomedical Social Science, Unit III: Decision-Making and Health in American Society. Student Text. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-83p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, *Decision Making, *Decision Making Skills, Democratic Values, Health, *Health Education, Political Attitudes, *Public Policy, Secondary Education, Social Sciences, *Values

This text examines some of the basic processes of American Society, particularly the way it perceives values and makes decisions concerning values. Occasionally the text relates lessons to health-care problems and situations. Lessons consist of readings, projects, and question-answer exercises. (RE)

ED 174 428 SE 027 997

Biomedical Social Science, Unit III: Decision-Making and Health in American Society. Instructor's Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-76

Note-87p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Citizen Participation, *Decision Making, Decision Making Skills, *Democratic Values, Health, *Health Education, *Lesson Plans, Political Attitudes, Public Policy, Secondary Education, Social Sciences, *Values

This guide presents lesson plans to accompany the student text. The lessons in this unit present 3 concepts: (1) allocation of responsibility; (2) decision-making; and (3) valuing. The concepts are illustrated in simulations, in situations related to governmental functioning in the U.S. and in health care delivery situations. Each lesson includes: (1) a synopsis; (2) a statement of objectives; (3) a list of supplies needed for the lesson; (4) assignments to be completed in the student text before the class session; (5) suggested teaching procedures; and (6) follow-up assignments for the students. (Author/RE)

ED 174 429 SE 027 998

Biomedical Social Science, Unit IV: What Influences Human Behavior? Student Text. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-76

Note-25p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavior, Behavioral Science Research, Behavior Development, *Behavior Patterns, Health, *Health Education, Secondary Education, *Social Behavior, *Social Influences, Social Sciences, *Sociology

This text concentrates on the analysis of influences acting on human behavior, particularly the influences that people have on each other. Lessons are designed to lead the student to identifying these influences. Some influences that would not be obvious are introduced by several of the later chapters. Lessons are presented using readings, exercises in collecting, tabulating, and analyzing data, and in writing assignments. (RE)

Biomedical Social Science, Unit IV: What Influences Human Behavior? Instructor's Manual. Revised Version, 1978.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-119p.; For related documents, see SE 027 978-998 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Science Research, Behavior Development, *Behavior Patterns, Drug Education, Health, *Health Education, *Lesson Plans, Secondary Education, *Social Behavior, *Social Influences, Social Sciences, *Sociology

This guide to accompany the student text presents lesson plans dealing with the influence of society on behavior. Lessons are designed to help students increase their ability to use the following techniques of social science research: (1) participant observation; (2) data manipulation; (3) questionnaire survey; (4) field manipulation; and (5) laboratory experimentation. Each lesson plan provides: (1) a synopsis; (2) a list of objectives; (3) a list of needed supplies; (4) related assignments in the student text; and (5) suggested teaching procedures. (Author/RE)

ED 174 431 SE 028 239

Jantzen, Paul G. And Others

The Prairie A Resource for Environmental Study. Modules, Scripts and Study Sheets.

Bethel Coll., North Newton, Kans. South Central Kansas Environmental Education Center.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date- 74
Grant-OEG-0-74-7405
Note-424p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation (Environment), Conservation Education, Curriculum Guides, *Ecology, Elementary Secondary Education, *Environment, *Environmental Education, Field Trips, *Interdisciplinary Approach, *Outdoor Education

This collection of activities uses outdoor education and field trips to teach concepts of multi-disciplinary interest along with lessons in ecology and environment. Teaching modules usually include information on grade level, main subject being addressed, theme, objectives, and other useful information in addition to instructions for the activity. (RE)

ED 174 432 SE 028 248

Bense, Beverly And Others

First Steps in Ecology: A Guide for the Elementary Grades.

Berkeley Unified School District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-75

Note-127p.; Document prepared by the Ecology Center

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Class Activities, Conservation (Environment), *Conservation Education, *Ecology, *Elementary Education, *Environment, Environmental Education, *Instructional Materials

Each of the 18 units in this collection addresses a different environmental problem. An introduction precedes the collection of activities and appendices provide lists of forest animals and plants and lists of food webs. A glossary is provided as is a bibliography. Each unit includes: (1) a list of objectives; (2) a summary; (3) a discussion of advance preparations including lists of materials; (4) teaching suggestions; (5) procedures; (6) alternative methods; and (7) suggestions for further activities involving various subject areas where appropriate. (RE)

Steward, W. Cecil Menary, John A.

The Conceptualization of a Regional-Ecological Information System Essential to Environmental Design and Community Development in the State of Nebraska.

Nebraska Univ., Lincoln. Coll. of Architecture.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 76
Note-61p.; Contains marginal legibility in Figures
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Development, *Ecology, *Environment, *Environmental Education, *Information Dissemination, Information Networks, Information Processing, Information Services, Information Storage, *Information Systems, Information Theory, Planning, Recreation, *Regional Planning
Identifiers-*Nebraska

This research proposes a conceptual structure for an Environmental Information System. An Eco-Systems approach is employed maintaining whole units of analysis allowing for collection and storage of information of use to regional environmental planning and design. The suggested system design incorporates some of the basic concepts of the two sub-components of the environment natural and manmade. The system is admittedly only partially inclusive allowing for incremental incorporation of related concepts, research findings, and existing information systems. (Author/RE)

ED 174 434 SE 028 251

Banathy, Bela H. And Others

Linking Formal and Nonformal Education Sectors for the Advancement of Environmental Education. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-Dec 77

Grant-G007601991

Note-173p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Conservation Education, Curriculum Development, *Environment, *Environmental Education, Information Networks, *Nonformal Education, *Organization, *Programs

This report describes an investigation of means of linking programs of the formal education sectors and the nonformal education sectors. The report is organized in three sections. The first section presents an overview, goals and objectives, phases, and interactions between the parties to the investigation. This section also describes the research, analysis, and model design of the project along with pilot activities and evaluation and recommendations. The second section presents implementation guidelines for the linkage processes proposed. The third section presents environmental education objectives from Scouting/USA, a nonformal education sector representative with objectives developed by representatives of the formal education sector. Overlap between the two representative set of objectives is discussed in the context of the linkage model. (RE)

ED 174 435 SE 028 252

Resource Material Developed for Secondary Education: 18 Booklets.

Oatland Island Education Center, Savannah, Ga.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date- 76

Grant-G007602019

Note-259p.; Page 17 of "Living on Water: Its Environmental Impact" missing from document prior to its being shipped to EDRS for filming; Contains occasional marginal legibility

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Biology, *Conservation (Environment), *Ecology, Environment, *Environmental Education, *Environmental Influences, Health, Pollution, *Science Education, Soil Conservation, Soil Science, Units of Study, Water Pollution Control, Water Resources

Each Learning Activity Packet in this series delineates performance objectives, procedures, materials, and references. Some also contain pre- and post-tests. They are primarily intended for the secondary level. The topics are: (1) Noise Pollution; (2) Georgia Ports Authority: Its Environmental Impact; (3) Environmental Experiencing; (4) Me in My Environment; (5) Lead Poisoning: A Health Problem in Savannah; (6) Weeds - Dandelion, Goldenrod, Ragweed, Crabgrass; (7) Honey Bees; (8) Non-Point Pollution; (9) Is a Dead Log Really Dead?; (10) Soil; (11) The Value of Composting; (12) Water Conservation; (13) Microecology: A Discovery Field-Oriented Activity; (14) A Healthy Ecosystem and the Concept of Diversity; (15) Living on the Water: Its Environmental Impact; (16) Working with Water; (17) Water: A Vital Resource; and (18) Hurricanes - A Threat to Our Environment. (TM)

Introductory Curriculum Materials, Project SCATE.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Curriculum.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Note-55p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation (Environment), Critical Reading, Critical Thinking, Decision Making, Economic Factors, Energy, Environment, *Environmental Education, Inductive Methods, Land Use, *Problem Solving, Science Education, *Secondary Education, Units of Study, *Values

The objective of Project SCATE (Students Concerned About Tomorrow's Environment) is for students to investigate environmental problems and the political processes involved in their solution. The four identified areas of concern are: (1) land use policy development; (2) air and water quality; (3) energy allocation and consumption; and (4) economic considerations related to the quality of life. This document contains instructional units, including objectives and activities, centering around the four concerns. Unit titles are: (1) Identifying a problem; (2) Clearly stating a problem; (3) Determining testable and non-testable statements; (4) Generalizing; (5) Model Assembly; (6) Land Use; (7) Discovering a biological community; (8) Children's forest controversy; (9) Great swamp; and (10) Urban studies. (TM)

ED 174 437 SE 028 254

Meyer, Don E., Ed.

Energy and Human Affairs: The Power of Systematic Decision Making. Student Handbook. Experimental Edition, 1975.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-74-7397
Note-90p.; Contains light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Attitudes, Classroom Materials, *Decision Making, Decision Making Skills, *Energy, Energy Conservation, *Environmental Education, Fuel Consumption, Fuels, *Futures (of Society), Health, Information Sources, Instructional Materials, Problem Solving, Secondary Education, Technology, *Values

This module is designed to guide a class in analyzing and investigating energy attitudes and questions. It includes methods for establishing discussions and a classroom communication system. Sources and procedures for information gathering are suggested. Another section provides a broad overview of the energy situation with descriptions of present and possible future energy sources and baseline data on energy use. The remainder is devoted to definitions, principles and rules of inquiry governing each of the following subjects: (1) physical laws; (2) politics and law; (3) environmental impact; (4) attitudes and feelings; (5) health and safety; (6) design and technology; and (7) economics. A final discussion deals with valuing and decision making regarding possible energy futures. (TM)

ED 174 438 SE 028 279

Rezba, Richard J.

Elementary Science and Reading Activities for Teacher Educators.

Pub Date-78

Note-8p.; Paper presented at the annual meeting of the National Science Teachers Association (Washington, D.C., April 1978); Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary School Science, Higher Education, Integrated Activities, *Interdisciplinary Approach, Methods Courses, *Preservice Education, *Reading Instruction, Science Education, *Science Instruction, Student Experience, Teacher Education, *Teaching Methods

The author suggests ways reading can be integrated with science and describes the reading activities in an elementary science methods course. The activities include: (1) selecting a science tradebook for children to review and for the teacher to analyze vocabulary; (2) helping children review science tradebooks; and (3) encouraging independent reading and investigation by preparing instructional cards. Several sources of children's readings in science are included. (SA)

Rezba, Richard J.

Science and the Right to Read: A Teacher Education Program.

Pub Date-76

Note-12p.; Paper presented at the annual meeting of the National Science Teachers Association (Philadelphia, Pennsylvania, March 19-23, 1976); Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Experiential Learning, *Field Experience Programs, Higher Education, *Interdisciplinary Approach, Learning Experience, *Preservice Education, *Reading Instruction, Science Education, *Science Instruction, Student Experience, Teacher Education

This article focuses on an urban field-based teacher education program which emphasizes reading in three content areas: (1) reading/language arts; (2) science; and (3) social studies. Included in the report is a summary of the program including: (1) program goals; (2) objectives for each of the three content areas; (3) text books, periodicals, and children's readings used in the program; and (4) how to select and evaluate science reading materials. (SA)

ED 174 440 SE 028 281

Rezba, Richard J.

Science as a Vehicle for Reading.

Pub Date-79

Note-22p.; Paper presented at the International Conference on Science Education (Barbados, West Indies, April 20-22, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cloze Procedure, Integrated Activities, *Interdisciplinary Approach, *Readability Formulas, *Reading Instruction, *Science Activities, Science Education, Science Instruction, Student Experience, Teacher Education, *Teaching Methods

This article presents a rationale for incorporating reading activities with science. It emphasizes that science investigations can provide a background for, and an interest in, reading among students. Three approaches for using science as a vehicle for reading are given: (1) the unit approach; (2) the tradebook, activity card approach; and (3) the independent reading and investigation approach. A lengthy list of references related to integrating reading with science are given. (SA)

ED 174 441 SE 028 423

White, Edwin P.

South Carolina Middle School Science Survey.

Spons Agency-South Carolina Univ., Spartanburg. School of Education.
Pub Date-Jul 79
Note-39p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Demography, *Educational Assessment, Elementary Secondary Education, Intermediate Grades, *Middle Schools, Needs Assessment, *School Surveys, *Science Education, Science Instruction, Science Programs, *Science Teachers, Staff Improvement, Teaching Methods, Teaching Techniques

This study, which deals with the status of science education in the middle schools of South Carolina, is intended to be useful in: (1) developing middle school science teacher preparation programs; (2) revising certification requirements for middle school science teachers; (3) planning staff development activities for middle school science teachers; and (4) examining the science teacher's role in decisions which affect middle school science programs. Data were compiled from a survey involving 77 of the 130 South Carolina middle schools and 300 individual teachers provided additional information. Results are described in Section I under the headings of Demographic Characteristics, Programmatic Characteristics, Instructional Characteristics, Staff Development, Information and Decision-Making, and Limitations. Section II contains data analyses. The Appendix includes the cover letter accompanying the questionnaire, and the survey instrument. References are listed at the end of the report. (Author/SA)

ED 174 442 SE 028 431

Odell-Fisher, Ellen Giese, Ronald N.

Sensing the Sea: A Curriculum Guide in Marine Education for Grades Kindergarten and First. Educational Series Number 23.

Virginia Inst. of Marine Science, Gloucester Point, Va.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-79

Note-48p.; For related document, see ED 167 421

Available from-Marine Education Center, Virginia Institute of Marine Science, Gloucester Point, Virginia 23062 ($2.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biology, *Elementary Education, Elementary School Science, Environment, Environmental Education, Grade 1, *Marine Biology, *Natural Resources, *Oceanology, *Science Curriculum, Science Education, Water Resources, Zoology

This curriculum unit deals with the establishment and maintenance of a saltwater aquarium in the classroom. The unit seeks to arouse the student's curiosity and interest in the aquatic environment by involvement in the sequence of activities relating to the marine aquarium. Detailed instructions are provided in preparing and stocking the aquarium. Teaching suggestions are included along with technical instructions. Appendices include: (1) a list of aquarium supplies; (2) marine life suppliers; (3) book publishers; and (4) a story relating concepts of the marine environment. (RE)

ED 174 443 SE 028 446

Ramsay, H. P. And Others

Biology of Mankind: An Innovative Course for First Year Students. Occasional Publication No. 11.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date-Feb 78

Note-49p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Biology Instruction, *College Science, College Students, Course Evaluation, Curriculum Development, Educational Innovation, *Evaluation, Higher Education, Interdisciplinary Approach, Multimedia Instruction, *Science Curriculum, Science Education, Science Instruction, *Teaching Methods

Identifiers-*University of New South Wales (Australia)

This report describes a biology course designed to be offered to first-year students at the University of New South Wales in Australia. It also covers the planning, development and implementation of the course as well as its evaluation over a three year period (1974-1976). The publication consists of six major sections: (1) introduction, which presents background to the course, students served by the course and staff servicing the course; (2) planning and implementing the course, which presents principles, methods and problems of implementation; (3) teaching methods, which is divided into two major inputs, information and teaching of skills; (4) feedback to students; (5) evaluation of the course, which includes student and staff evaluation; and (6) general discussion, which presents successes and failures of teaching methods used. In addition, a preface, acknowledgements, references list, and appendices are presented. (HM)

Shelanski, Vivien B., Ed. La Follette, Marcel Chotkowski, Ed.
Science, Technology & Human Values, Vol. 4, No. 28, Summer 1979.
Harvard Univ., Cambridge, Mass. Program on Science, Technology and Public Policy.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-79
Note-92p.; Not available in hard copy due to copyright restrictions
Available from-Science, Technology & Human Values, Aiken Computation Laboratory 234, Harvard University, Cambridge, Massachusetts 02138 (Subscription $10.00)
Journal Cit-Science, Technology & Human Values; v4 n28 Entire Issue Summer 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civil Liberties, *Ethical Values, *Futures (of Society), Genetics, Humanism, *Newsletters, Science Education, *Scientific Literacy, Scientific Research, Social Problems, *Social Responsibility, *Technological Advancement

This issue features four articles which represent social and ethical concerns effecting all world citizens. Three conference reports are also presented. A large portion of the journal is devoted to news items. An extensive bibliography is given with a brief description of each publication. A calendar lists the coming events through September, 1980. An article index (arranged by author) and a bibliography index are included. (SA)

Manly, Richard J., Ed.
Guidelines for Interpretive Building Design.
National Audubon Society, New York, N.Y.
Pub Date-77
Note-53p.; Not available in hard copy due to copyright restrictions
Available from-Educational Services, National Audubon Society, 950 Third Avenue, New York, New York 10022 ($3.00)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Building Design, Building Innovation, *Buildings, *Educational Facilities, *Environmental Education, *Facilities, Nature Centers, *Outdoor Education, Parks

This booklet is intended to assist those planning nature centers to choose building designs appropriate for intended purposes. The publication presents a set of general interpretive building-site and design considerations compiled over years of experience in nature center design. These generalizations are complemented by examples of floor plans, photographs, and renditions from 20 interpretive buildings as well as a critical narrative review of each facility by the people who use it. (Author/RE)

Biomedical Science, Unit II: Nutrition in Health and Medicine. Digestion of Foods; Organic Chemistry of Nutrients; Energy and Cell Respiration; The Optimal Diet; Foodborne Diseases; Food Technology; Dental Science and Nutrition. Instructor's Manual. Revised Version. 1975.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Note-229p.; For related documents, see SE 027 978-999 and SE 028 511-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biology, Dental Health, *Dietetics, *Diseases, Eating Habits, *Food, Foods Instruction, *Health Education, Interdisciplinary Approach, *Nutrition, Organic Chemistry, Science Education, *Secondary Education

This collection of lessons deals with nutrition in health and medicine and specifically the digestive system and its functions. The primary objective of this collection of lessons is to provide information on what constitutes good nutrition. Among the problems treated in these lessons are heart disease, peptic ulcer, hepatitis, vitamin deficiency diseases, parasitism, and dental problems. Each lesson contains: (1) a rationale; (2) objectives; (3) sequence; (4) suggestions; (5) teaching notes; (6) anticipated results; and (7) answers to questions presented in the student text. (Author/RE)

ED 174 447 SE 028 511

Biomedical Mathematics, Unit V: Introduction to Logarithms, The Binomial Theorem and Genetics. Instructor's Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Note-32p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Genetics, Health, *Health Education, *Heredity, Interdisciplinary Approach, Lesson Plans, Mathematical Applications, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, *Science Education, *Secondary Education
Identifiers-Binomial Theorem, *Logarithms

This collection of lessons presents units designed to teach specific mathematical and genetic concepts in the context of biomedical problems. Twenty-five lessons are presented with a review unit concluding the collection. Each lesson presents: (1) objectives; (2) periods recommended; (3) overview and remarks; and (4) a key to the problem set presented in the student text. (RE)

ED 174 448 SE 028 512

Biomedical Mathematics, Unit VI: Rates of Change. Student Text. Revised Version, 1977.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Note-82p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Change, Career Education, Health Education, Interdisciplinary Approach, *Mathematical Applications, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, *Physics, *Science Education, *Secondary Education
Identifiers-*Rates of Change

This collection of lessons seeks to teach mathematical concepts associated with rates of change. Lessons are presented in the context of biomedical situations. Each section contains several readings relating to the central concept of the section. Example problems are presented in each section and solutions are presented and explained. Each section contains a set of problems for solution by the student. (RE)

ED 174 449 SE 028 513

Biomedical Mathematics, Unit VII: Exponential and Logarithmic Functions. Student Text. Revised Version, 1977.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Note-91p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Diseases, Drug Education, Environmental Education, Graphs, Health, *Health Education, Interdisciplinary Approach, Mathematical Applications, Mathematical Concepts, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Radiation, Radiation Effects, *Science Education, *Secondary Education
Identifiers-*Exponential Functions, *Logarithms

This collection of lessons, exercises, and experiments deals with exponential and logarithmic mathematical functions in the context of biomedical situations. Typical units in this collection provide discussion of the biomedical problem or setting, discussion of the mathematical concept, several example problems and solutions, and a set of problems for the student to solve. Seventeen concept sections are presented, each subdivided into several lesson units. (RE)

ED 174 450 SE 028 514

Biomedical Social Science, Unit V: Perception, Learning and Intellectual Growth. Instructor's Manual. Revised Version, 1976.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-76

Note-47p.; For related documents, see SE 027 978-999 and SE 028 510-516; Not available in hard copy due to copyright restrictions

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cognitive Processes, Health, *Health Education, *Learning, Learning Characteristics, Learning Processes, Learning Theories, Lesson Plans, *Moral Development, Perceptual Development, Science Education, *Secondary Education, *Visual Perception

This collection contains lessons in 4 subjects related to learning: (1) visual perception; (2) learning; (3) cognitive growth; and (4) moral development. Activities dominate each lesson and students are expected to do some experimentation outside the classroom. Each of the 20 lessons presents: (1) a synopsis; (2) objectives; (3) necessary supplies; (4) assignment to be completed by students before the lesson; and (5) suggested teaching procedures. A supplementary lesson is also offered following the main lesson sequence. (Author/RE)

ED 174 451 SE 028 515

Biomedical Social Science, Unit VI: Population Growth and Genetic Engineering. Student Text. Revised Version, 1977.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-77

Note-53p.; For related documents, see SE 027 978-99 and SE 028 510-516; Not available in hard copy due to copyright restrictions; Contains occasional light type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biology, Environment, Environmental Education, *Genetics, Government Role, Health, *Health Education, Interdisciplinary Approach, Mathematics Instruction, *Population Education, *Population Growth, *Population Trends, *Science Education, Secondary Education

This collection of lessons and class activities covers two major concepts: (1) population growth and (2) genetic engineering. Lessons consist of readings, questions and answers, and problems or projects where appropriate. Issues are posed in as much as possible in a manner intended to cause the student to reach conclusions and values without being directed to specific answers. (Author/RE)

ED 174 452 SE 028 516

Biomedical Social Science, Unit VII: Health in the Community - Inquiries and Applications. Instructor's Manual. Revised Version, 1977.

Biomedical Interdisciplinary Curriculum Project, Berkeley, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Note-32p.; For related documents, see SE 027 978-999 and SE 028 510-515; Not available in hard copy due to copyright restrictions; Contains light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Community Development, Community Education, Community Health, Community Health Services, Curriculum Guides, *Environment, Health, *Health Education, Health Programs, *Public Health, Public Policy, *Science Education, Secondary Education, *Social Sciences

The projects suggested in this collection of activities have a dual emphasis on: (1) inquiry by the students, using methods of social science, into health and health care in the community; and (2) the communication by the students of their observations and conclusions to the community at large or to selected groups or agencies within the community. Each project suggests ways students might conduct an inquiry into a particular subject area and also suggests ways to interpret findings for the community. (Author/RE)

ED 174 453 SE 028 518

Cole, Charles A. And Others

A Bachelor of Engineering Technology Curriculum in Water Quality Management: Program Implementation.

Pennsylvania State Univ., University Park.

Spons Agency-Environmental Protection Agency, Washington, D.C. Div. of Manpower Training.

Pub Date- 78

Note-54p.; For related document, see SE 028 519

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Certification, *Curriculum Development, *Degree Requirements, Engineering, Job Skills, Management, *Postsecondary Education, *Professional Education, Science Education, *Technical Education, Undergraduate Study, *Water Pollution Control

Identifiers-*Water Quality Management

Contained are summaries of support courses for a Bachelor of Engineering Technology (BET) Curriculum in Water Quality Management. Suggested courses in this volume include: math, physics, English, drafting, mechanics, civil engineering, and economics. Also included are self-appraisal suggestions for institutions considering implementation of this program and appendices on licensing and accreditation. (CS)

ED 174 454 SE 028 519

Cole, Charles A. And Others

A Bachelor of Engineering Technology Curriculum in Water Quality Management: Course Guides.

Pennsylvania State Univ., University Park.
Spons Agency-Environmental Protection Agency, Washington, D.C. Div. of Manpower Training.
Pub Date- 78
Note-120p.; For related document, see SE 028 518
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Certification, *Curriculum, *Degree Requirements, Engineering, Job Skills, Management, *Postsecondary Education, *Professional Education, Science Education, *Technical Education, Undergraduate Study, *Water Pollution Control
Identifiers-*Water Quality Management

Contained are course guides for a Bachelor of Engineering Technology (BET) Curriculum in Water Quality Management. Detailed course content, as well as instructional resources, are included in this volume. Each guide is written in behavioral terms using the instructional objective format. A suggested curriculum is shown with methods of implementation for two-year, four-year, or continuing education programs. Courses listed include: biology, microbiology, engineering surveys, fluid mechanics, hydrology, treatment plant operations, and water pollution abatement. (CS)

ED 174 455 SE 028 521

Powell, William R. Bolduc, Elroy J.

Indicators for Learning and Teacher Competencies in the Basic Skills: Mathematics. Florida Educational Research and Development Council, Inc., Research Bulletin, Volume 13, Number 1, Summer 1979.

Florida Educational Research and Development Council, Gainesville.

Pub Date-79

Note-42p.; Not available in hard copy due to copyright restrictions; Contains small print

Available from-Florida Educational Research and Development Council, Inc., 2266 Second Street, Ft. Myers, Florida 33901 (subscription $6.00, $2.00 ea.)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement, Classroom Environment, Elementary Secondary Education, *Mathematics Education, Mathematics Instruction, Performance Factors, *Research Reviews (Publications), *School Environment, *Success Factors, *Teacher Influence

The purpose of this report is to identify the school setting variables and the teacher competencies which contribute to achievement in the basic skills in mathematics. The search for indicators of competence was accomplished by literature review, expert opinion, research data, and identified student outcomes. The objective was to identify those observable classroom behaviors whose presence or absence is likely to affect student performance. Two types of competency indicators are identified: (1) cognitive-based; and (2) performance-based. Specific instructional competencies are identified and stated in each of the basic skills areas. Five general behaviors were used to group these specific competencies. They are: (1) diagnosis and prescription; (2) organization and management; (3) instruction; (4) growth patterns; and (5) evaluation. (MP)

East, Philip Moursund, David

Calculators & Computers in the Classroom.

Oregon State Dept. of Education, Salem.

Pub Date-79

Note-67p.; Contains occasional marginal legibility; Part of page 54 and all of pages 55-57 deleted due to copyright restrictions

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Calculation, *Computers, *Computer Science Education, Elementary Secondary Education, Information Sources, Literature Reviews, *Mathematics Education, *Mathematics Instruction, *Research Reviews (Publications), Teacher Education

Identifiers-*Calculators

A review of the literature on the use of calculators and computers in instruction is presented. Topics covered include: (1) statements of goals for the instructional use of calculators and computers; (2) position statements; (3) computer manpower supply and demand; (4) a technical overview; (5) calculators in elementary schools; (6) computers in high school education; (7) computer science courses for teachers; (8) a selection of articles from the Oregon Council for Computer Education; (9) a review of "Creative Computing Magazine"; and (10) a listing of information sources. (MP)

ED 174 457 SE 028 523

Bishop, Frank

Industrial Mechanics Occupational Cluster Guide.

Oregon State Dept. of Education, Salem.
Pub Date-79
Note-173p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Career Education, Educational Assessment, Electrical Systems, Fluid Power Education, *High School Students, *Industrial Education, Maintenance, Measurement, Mechanical Equipment, Mechanical Skills, Safety, *Secondary Education, *Teaching Techniques, Vocational Education
Identifiers-*Oregon State Department of Education

This guide, developed by the Oregon Department of Education, is intended to assist the vocational teacher in designing and implementing a cluster program in industrial mechanics. It suggests teaching ideas and is aimed at high school students, as well as those wishing to enter community college, university, or apprenticeship programs. The guide is divided into four sections: (1) cluster organization and implementation; (2) instructional emphasis areas; (3) assessment; and (4) appendix. The Cluster Organization and Implementation section talks about goal-based planning and includes a proposed cluster curriculum, a sample curriculum schedule and planned course statement, allied support causes, information about individualized instruction, and current Oregon Manpower Data. The Instructional Emphasis Areas section contains suggested course goals, performance indicators and suggested learning activities in safety, basic mechanical skills, mechanical maintenance techniques, measurement, machine tools, mechanical systems, electrical systems, fluid power systems and career preparation. Section three is focused on Assessment and is followed by the appendix, which contains three documents: (1) job descriptions; (2) machines and equipment; and (3) instructional analysis for organizing learning experiences. (Author/HM)

ED 174 458 SE 028 528

Treasure, Morris

Alberta Science Achievement Study: A Study Conducted for the Minister's Advisory Committee on Student Achievement. Executive Summary.

Alberta Dept. of Education, Edmonton.

Pub Date-78

Note-17p.; Contains occasional light type

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Data Bases, Educational Assessment, *Educational Research, *Elementary School Science, Elementary School Students, Elementary Secondary Education, Evaluation, *Science Education, Sciences, Science Tests, *Secondary School Science, Secondary School Students

This report is an executive summary of a study conducted for the Minister's Advisory Committee on Student Achievement (MACOSA) of Alberta, Canada. It was designed to investigate levels of student achievement in science in Alberta at grades three, six, nine and twelve and to provide a data base for future assessment. Between 2,000 and 3,000 students were tested at each grade level. The findings show that the student performances were generally satisfactory. Some areas of weakness were identified: (1) knowledge of scientific methods in grade three; (2) knowledge of physical science in grades three, six and twelve; and (3) earth-space science and general knowledge of science and scientists in grades nine and twleve. A list of recommendations is presented at the end of the report. (HM)

ED 174 459 SE 028 530

Stevens, Russell B., Ed.
Mycology Guidebook.
Mycological Society of America, San Francisco, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-74
Grant-NSF-GE-2547
Note-719p.
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-*Biological Sciences, College Science, *Culturing Techniques, Ecology, *Higher Education, *Laboratory Procedures, *Resource Guides, Science Education, Science Laboratories, Sciences, *Taxonomy
Identifiers-*National Science Foundation

This guidebook provides information related to developing laboratories for an introductory college-level course in mycology. This information will enable mycology instructors to include information on less-familiar organisms, to diversify their courses by introducing aspects of fungi other than the more strictly taxonomic and morphologic, and to receive guidance on fungi as experimental organisms. The text is organized into four parts: (1) general information; (2) taxonomic groups; (3) ecological groups; and (4) fungi as biological tools. Data and suggestions are given for using fungi in discussing genetics, ecology, physiology, and other areas of biology. A list of mycological films is included. (Author/SA)

ED 174 460 SE 028 531

Women in Non-Traditional Jobs in the Mid-Willamette Valley Manpower Consortium. A Research Project.

Governor's Commission for Women, Salem, Oreg.
Pub Date-Jun 78
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Employment, Equal Opportunities (Jobs), Feminism, *Government Employees, *Occupational Information, *Occupational Surveys, Personnel Data, Sex Discrimination, *Working Women
Identifiers-Research Reports

This study discusses the presence of women in non-traditional positions funded by CETA II and VI and the CETA programs, policies, and procedures offering opportunities for women to enter non-traditional occupations. Information was collected via interviews and questionnaires to determine the status of CETA workers in the Mid-Willamette Valley Manpower Consortium. CETA jobs were classified, then defined as traditional or non-traditional women's jobs. Findings indicate that the percentage of women in the CETA positions is higher than the percentage of women in the national work force. Of the CETA positions, women occupied 90.4% traditional jobs, 9.3% non-traditional jobs and 52.7% neutral jobs. A distinct salary gap between men and women in the study is evident. Seven recommendations are included to assure women equal access to CETA programs and to equal opportunities in traditional and non-traditional jobs. (SA)

Avakian, Harry And Others

Wentworth Institute Mechanical Engineering Laboratory Manual.

Wentworth Inst., Boston, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 74
Grant-NSF-GY-9226
Note-237p.; For related documents, see SE 028 533 and SE 028 543
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-College Science, *Engineering Education, Heat, Higher Education, *Laboratory Techniques, *Mechanics (Physics), *Physics, Refrigeration, Science Education, *Science Experiments, Science Instruction, Temperature, *Thermodynamics

This publication is a Mechanical Engineering Laboratory Manual designed to be used by technical institute students in Mechanical Engineering Technology Programs. The experiments are introductory in nature and embrace the fields of applied thermodynamics, fluid mechanics, refrigeration, heat transfer and basic instrumentation. There are 20 experiments in all. Each one begins with the necessary theoretical explanation followed by a list of references, objects, apparatus, procedures, and evaluation of results. Charts, diagrams, and results and data sheets to be completed are also included. (Author/GA)

ED 174 462 SE 028 533

Avakian, Harry And Others

Wentworth Institute Mechanical Engineering Laboratory Manual. Laboratory Study Guide.

Wentworth Inst., Boston, Mass.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 75
Grant-NSF-GY-9226
Note-120p.; For related documents, see SE 028 532 and SE 028 543. Page 18b, Chart A-4, "Pressure-Enthalpy Diagram," removed due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Science, *Engineering Education, Graphs, Heat, Higher Education, Illustrations, *Laboratory Manuals, Mechanics (Physics), *Physics, Science Education, *Science Experiments, Science Instruction, Temperature, *Thermodynamics

This publication is a laboratory study guide designed for mechanical engineering students. All of the experiments (with the exception of experiment No. 1) contained in the Mechanical Engineering Laboratory Manual have been included in this guide. Brief theoretical backgrounds, examples and their solutions, charts, graphs, illustrations, and sketches are also included for many experiments. The publication presents many questions to be answered, and many problems to be solved. Among other things, the questions and problems deal with pressure measurement, thermodynamics, fan laws, engine testing, and vapor compression systems. (GA)

ED 174 463 SE 028 535

Hoitsma, Louis
BASIC in Ten Minutes a Day.
Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 70
Grant-NSF-GW-2246
Note-33p.; For related documents, see SE 028 536-538; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Oriented Programs, Computers, Learning Activities, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, *Programing, Secondary Education, *Secondary School Mathematics

This teacher's guide is designed for teaching BASIC and introducing students to the use of the computer by means of a series of short written lessons. The purpose of such a series is so that classroom time required for the series would not seriously hinder the progress of the normal course of study, and each student would have an opportunity to acquire substantial hands-on experience at the teletype while completing assignments during the six- or seven-week period planned to complete the unit. Twelve worksheets are given along with brief comments for teachers. (MP)

ED 174 464 SE 028 536

Waterhouse, Ann

A Computer Course for Business Students: Teacher's Guide.

Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-12 May 70
Grant-NSF-GW-2246
Note-52p.; For related documents, see SE 028 535-538; Not available in hard copy due to copyright restrictions; Computer print-out will not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Education, Business Skills, *Computer Oriented Programs, *Computer Programs, Computers, Curriculum Guides, *Instruction, *Mathematics Education, *Programing, Secondary Education

This teacher's guide is for a course designed to teach business students the fundamentals of the BASIC language and computer programming using a series of business-oriented programs. Each lesson contains an introduction, flow charts, and computer programs. The six lesson topics are print-out and format control, count-average, withholding tax schedule, payroll, three methods of depreciation, and simple inventory control. (MP)

ED 174 465 SE 028 537

Dalton, Joel B.
Orbital Mechanics.
Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 70
Grant-NSF-GW-2246
Note-33p.; For related documents, see SE 028 535-538; Not available in hard copy due to copyright restrictions; Computer print-out will not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Oriented Programs, *Computer Programs, Computers, *Mathematics Education, *Physics, Physics Curriculum, *Science Education, Secondary Education, Simulation

Three computer programs are presented that allow the high school student to explore and understand the physical forces involved in orbital flight at a greater depth than is usually possible. For each program, introductory material is given including the physics and mathematics involved. This is followed by the computer program in BASIC language. The mathematics involved is essentially that of an advanced algebra II course. The three program topics are elliptic orbits, rendezvous, and orbital transfer. (MP)

ED 174 466 SE 028 538

Weissman, Kenneth
School BASIC.
Dartmouth Coll., Hanover, N.H. Kiewit Computation Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 70
Grant-NSF-GW-2246
Note-87p.; For related documents, see SE 028 535-537; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Oriented Programs, *Computer Programs, *Computers, Curriculum, Instruction, *Learning Activities, *Mathematics Education, Problem Sets, *Programing, Secondary Education

This booklet was designed for the use of junior high school or high school students. Detailed, step-by-step instructions are given for using the computer, for writing programs in BASIC, and for using the various commands in the BASIC language. A list of 75 computer programing ideas in varying degrees of difficulty is presented in the index. (MP)

ED 174 467 SE 028 539

Huntington Computer Project: A Teacher's Manual (Computer-Related Materials). Second Edition.

State Univ. of New York, Stony Brook. Huntington Computer Project.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Jan 71
Grant-NSF-J-000079
Note-450p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biology, Chemistry, *Computer Programs, *Computers, Curriculum, Earth Science, *Instruction, *Learning Activities, Mathematics, *Mathematics Education, Physics, *Science Education, Secondary Education, Social Studies

A compilation of BASIC computer programs developed by teachers and students involved in the Huntington Computer Project is presented. The programs are grouped by subject area. The six subject areas are biology, earth science, chemistry mathematics, physics, social studies, and teacher assistance. For each program, the following information is given: (1) description; (2) objectives; (3) preliminary preparation for the student and for materials needed; (4) discussion; (5) sample output; and (6) the BASIC program. (MP)

ED 174 468 SE 028 540

Curriculum Guide for HP Mathematics Drill and Practice Program.
Hewlett Packard Co., Cupertino, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-HP-5950-9293
Pub Date-Aug 70
Note-201p.; For related documents, see SE 028 541-542; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Calculation, *Computer Assisted Instruction, Computers, *Curriculum Guides, Elementary Education, *Elementary School Mathematics, Learning Activities, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Program Descriptions

This curriculum guide is one of a series of five books published to supply all appropriate information related to the Hewlett-Packard Mathematics Drill and Practice Program for the computer. This text serves as the primary reference source for the program. The content is divided into two sections. A brief explanation of the curriculum structure is contained in section 1. Each year of drill and practice material is divided into 24 blocks. Each lesson in a block has five levels of difficulty. Section 2 is a description of the curriculum from grades one through six indexed by year, block, and level. (MP)

ED 174 469 SE 028 541

Operating Procedures for HP Mathematics Drill and Practice Program.
Hewlett Packard Co., Cupertino, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-HP-5950-9294
Pub Date-Aug 70
Note-63p.; For related documents, see SE 028 540-542; Not available in hard copy due to copyright restrictions; Contains light type and topic headings in blue ink which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Programs, *Computers, Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Manuals, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction

This book is one of a series of five providing a description of the Hewlett-Packard Mathematics Drill and Practice Program for the computer. Complete operating procedures for the program are given. Contents include: (1) introduction; (2) things to know before operating the system; (3) creating records and files; (4) daily tasks; (5) occasional tasks; (6) startup of the system from a magnetic tape system copy; (7) daily tasks checklist - sleep, reset, and restart; (8) opening and expanding files; (9) how to obtain program reports; (10) form for recording registers; and (11) sample logbook form. (MP)

ED 174 470 SE 028 542

Proctor's Handbook for HP Mathematics Drill and Practice Program.
Hewlett Packard Co., Cupertino, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-HP-5950-9292
Pub Date-Aug 70
Note-109p.; For related documents, see SE 028 540-542; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Computers, Curriculum Guides, Elementary Education, Elementary School Mathematics, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Proctoring, Teacher Aides

This handbook has been prepared for the proctor at a school using the Hewlett-Packard Mathematics Drill and Practice Program. Procedures are given for supervising students, maintaining the terminals, and supplying information to others concerned with the program. Contents include: (1) introduction; (2) starting the drill and practice program; (3) turning off the terminals; (4) student sign-in and sign-out; (5) getting reports; (6) helping students; (7) maintaining the terminals; (8) using the utility routines; and (9) appendices covering terminal connections and student records. (MP)

ED 174 471 SE 028 543

Avakian, Harry And Others

Wentworth Institute Resource Guide for Mechanical Engineering Laboratory Manual.

Wentworth Inst., Boston, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 74
Grant-NSF-GY-9226
Note-337p.; For related documents, see SE 028 532-533; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Charts, College Science, *Engineering Education, *Graphs, Heat, Higher Education, Illustrations, *Instructional Materials, *Laboratory Techniques, *Physics, Science Curriculum, Science Education, *Science Experiments, Science Instruction, Temperature
Identifiers-*National Science Foundation

This publication is a resource guide designed primarly as an aid to the instructor. All of the experiments contained in the Mechanical Engineering Laboratory Manual have been successfully completed under laboratory conditions by both staff and students. The results of these experiments have been computed and are presented in this publication. The presentation includes raw data, sample calculations, curves generated from results and selected computer programs. A section of the guide contains a detailed list of materials and equipment needed for the construction and operation of each experiment. The current purchase price (whenever possible), and the vendors are also included. This information, along with appropriate sketches, should be of assistance in determining the budget needed to develop a laboratory program similar to that presented in the Mechanical Engineering Laboratory Manual. (Author/GA)

ED 174 472 SE 028 544

Crowder, Betty Pogue And Others

Oakland County Science Safety Series: Reference Guide for Elementary Science.

Oakland County Schools, Pontiac, Mich.

Pub Date-77

Note-102p.; For related documents, see SE 028 545-547; Not available in hard copy due to copyright restrictions; Contains colored pages that may not reproduce well; Pages 63-64a removed due to copyright restrictions ; Guide prepared by the Division of Instruction

Available from-Oakland Schools, Division of Instruction, 2100 Pontiac Lake Road, Pontiac, Michigan 48054 ($8.50 complete set; $2.50 ea.)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accident Prevention, *Class Activities, *Elementary Education, *Elementary School Science, Field Trips, Laboratory Procedures, Laboratory Safety, Safety, *School Safety, *Science Education, Science Instruction

This reference guide is designed to organize and suggest acceptable practices and procedures for dealing with safety in elementary science instruction. It is intended as a reference for teachers, administrators, and other school staff in planning for science activities and in making daily safety decisions. Topics covered in the guide include: (1) responsibility; (2) animals; (3) chemicals; (4) electricity; (5) field trips; (6) first aid; (7) high risk labs; (8) lab equipment; (9) open flames; (10) plants; (11) model rockets, etc.; and (12) safety glasses. Several appendices deal with specialized considerations. (Author/RE)

ED 174 473 SE 028 545

Bury, Dan And Others
Oakland County Science Safety Series: Reference Guide for Biology.
Oakland County Schools, Pontiac, Mich.
Pub Date-77
Note-122p.; For related documents, see SE 028 544-547; Not available in hard copy due to copyright restrictions; Contains occasional colored pages which may not reproduce well ; Guide prepared by the Division of Instruction
Available from-Oakland Schools, Division of Instruction, 2100 Pontiac Lake Road, Pontiac, Michigan 48054 ($8.50 complete set; $2.50 ea.)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accident Prevention, *Biology, Laboratory Procedures, Laboratory Safety, *Safety, Safety Equipment, *School Safety, *Science Education, *Science Instruction, Secondary Education

This reference guide is designed to organize and suggest acceptable practices and procedures for dealing with safety in the area of biology instruction. It is intended as a reference for teachers, administrators, and other school staff in planning for science activities and in making daily safety decisions. Discussions deal with responsibility for safety, microbes, use of plant materials, use of animals, laboratory activities with humans, safety glasses, use of laboratory equipment and supplies, field trips, high risk experiments, special activities, emergencies, and recommendations. Numerous appendices deal with specialized considerations. (RE)

ED 174 474 SE 028 546

Cost, Helen And Others

Oakland County Science Safety Series: Reference Guide for Chemistry.

Oakland County Schools, Pontiac, Mich.

Pub Date-77

Note-121p.; For related documents, see SE 028 544-547; Not available in hard copy due to copyright restrictions; Contains occasional colored pages which may not reproduce well ; Guide prepared by the Division of Instruction

Available from-Oakland Schools, Division of Instruction, 2100 Pontiac Lake Road, Pontiac, Michigan 48054 ($8.50 complete set; $2.50 ea.)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accident Prevention, *Chemistry, Laboratory Procedures, *Laboratory Safety, Safety, Safety Equipment, *School Safety, Science Education, *Science Instruction, *Secondary Education

This reference guide is intended to organize and suggest acceptable practices and procedures for dealing with safety in the area of chemistry instruction. It is intended as a resource for teachers, administrators and other school staff both in planning for science activities and in making daily decisions concerning safety. Sections include discussion of safety responsibility, safety training for students, chemicals, gases, heat sources, working with glass and plastics, accident prevention, and first aid. Several appendices deal with specialized considerations. (Author/RE)

ED 174 475 SE 028 547

Sabbath, Larry And Others

Oakland County Science Safety Series: Reference Guide for Physics and Physical Science.

Oakland County Schools, Pontiac, Mich.

Pub Date-77

Note-106p.; For related documents, see SE 028 544-546; Not available in hard copy due to copyright restrictions; Contains occasional colored pages which may not reproduce well; Guide prepared by the Division of Instruction

Available from-Oakland Schools, Division of Instruction, 2100 Pontiac Lake Road, Pontiac, Michigan 48054 ($8.50 complete set; $2.50 ea.)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Activities, Elementary Secondary Education, Energy, *Laboratory Procedures, *Laboratory Safety, *Physical Sciences, *Physics, Safety, *Safety Education, School Safety, Science Education, *Scientific Methodology

This reference guide is designed to organize and suggest acceptable practices and procedures for dealing with safety in the area of science instruction. It is intended for use as a reference for teachers, administrators and other school staff for planning science activities and to assist in making safety decisions in a situational context. This guide deals specifically with issues pertinent to the teaching of physics and physical sciences. (Author/RE)

ED 174 478 SE 028 548

Leedy, Daniel L. And Others

Planning for Wildlife in Cities and Suburbs.

Urban Wildlife Research Center, Inc., Ellicott City, Md.

Spons Agency-American Society of Planning Officials, Chicago, Ill.; Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Report No.-FWS-OBS-77-66

Pub Date-Jan 78

Contract-14-16-0008-2040

Note-75p.; Contains occasional small, light and broken type; Photographs will not reproduce well

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 024-010-00471-1; No price quoted)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*City Planning, *Conservation (Environment), *Ecology, Environment, Environmental Education, *Environmental Influences, Natural Resources, Urban Areas, *Urban Environment, *Wildlife Management

This manual is intended to integrate the two disciplines of wildlife management and city planning. It seeks to provide a basis for communication between practitioners in the two disciplines as well as providing guidelines for wildlife management within the urban setting.

Information on wildlife typically found in the urban area is provided along with discussion of their needs. Technical guidance on incorporation of wildlife considerations for the planning process is provided. The document also discusses the impact of environmental influences of the city on wildlife. (RE)

Boswell, Sally L.
Nice Girls Don't Study Mathematics: The Perspective from Elementary School.
Institute for Research on Social Problems, Booulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-78-0023
Note-16p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement, *Aptitude, *Attitudes, *Educational Research, Elementary Education, Elementary School Mathematics, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Sex Differences, Sex Stereotypes

To identify the early precursors of interest or disinterest in mathematics, this study focused on the mathematical attitudes, aptitude, and achievement of males and females in grades 3-6. Some general personality factors which might affect participation were also examined. The results indicate that sex differences in attitudes are evident as early as third grade and that both sexes of elementary school children consider mathematics a male subject. Other conclusions are: (1) attitudes seem to affect students' mathematics achievement scores in elementary school; and (2) a large degree of stereotyping is associated with mathematics and this stereotyping begins very early during development. (MP)

ED 174 478 SE 028 613

An Instructional Delivery System for Manpower Management: A Report for Water Pollution Control Agencies. Second Edition.

Clemson Univ., S.C.; Illinois Environmental Protection Agency, Springfield.; New Mexico Environmental Improvement Agency, Santa Fe.; New York State Dept. of Environmental Conservation, Albany.; South Carolina State Dept. of Health and Environmental Control, Columbia.
Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Pub Date-Apr 79
Note-188p.; Contains occasional marginal legibility
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Certification, *Educational Programs, *Instruction, Job Skills, Management Systems, *Manpower Development, *Paraprofessional Personnel, Program Descriptions, Program Planning, *Water Pollution Control
Identifiers-Waste Water Treatment

This report contains information to assist organizations and personnel responsible for the quality and quantity of operators available for water quality control efforts. The text discusses in detail the current developments in operator instructional programs. Each of the seven sections of this report deals with a specific aspect of manpower planning, including: (1) model planning aids; (2) existing instructional programs; (3) roles and responsibilities of state and national coordinating committees; and (4) examples of delivery philosophies and programs operative in four states. (CS)

ED 174 479 SE 028 615

Hack, Nancy And Others

Selected Energy Education Activities for Pennsylvania Middle School Grades. Draft.

Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency-Governor's Energy Council, Harrisburg, Pa.
Pub Date-79
Note-108p.
Available from-The Pennsylvania State Univ., 336 Agricultural Administration, University Park, PA 16802 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Art Education, *Class Activities, *Elementary Secondary Education, *Energy, *Energy Conservation, *Environmental Education, Health Education, *Interdisciplinary Approach, Language Arts, Mathematics Education, Science Education, Social Studies
Identifiers-*Energy Education

These activities are intended to help increase awareness and understanding of the energy situation and to encourage students to become energy conservationists. The document is divided into sections according to discipline area. A final section is devoted to interdisciplinary activities involving several discipline areas integrated with the energy lesson. Each activity description contains: (1) discussion of grade level; (2) energy learning objective; (3) discipline area learning objective; (4) materials; (5) background information; (6) activity description; and (7) contact organizations for further assistance and information. (Author/RE)

Audiovisuals for Nutrition Education. Nutrition Education Resource Series No. 9. Revised Edition.

National Nutrition Education Clearing House, Berkeley, Calif.; Society for Nutrition Education, Berkeley, Calif.
Pub Date-Apr 79
Note-40p.; For related document, see ED 119 632; Not available in hard copy due to copyright restrictions
Available from-Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, California 94704 (no price quoted)
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiotape Recordings, *Audiovisual Aids, Charts, *Elementary Secondary Education, Films, Filmstrips, Games, Higher Education, *Instructional Materials, *Nutrition Instruction, Science Education

This bibliography contains reviews of more than 250 audiovisual materials in eight subject areas related to nutrition: (1) general nutrition; (2) life cycle; (3) diet/health and disease; (4) health and athletics; (5) food - general; (6) food preparation and service; (7) food habits and preferences; and (8) food economics and concerns. Materials include charts, posters, filmstrips, games, kits, slides, transparencies, audio-cassette tapes, coloring books, study prints, flannelboard sets, records, and books. Within each subject area, titles are grouped according to age or grade level of intended audience. (Author/SA)

ED 174 481 SE 028 617

Champagne, Audrey B. Klopfer, Leopold E.

Cumulative Index to Science Education, Volumes I Through 60, 1916-1976.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date-78

Note-236p.; Not available in hard copy due to copyright restrictions; Contains occasional small, light and broken type

Available from-Wiley-Interscience, John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (no price quoted)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bibliographic Citations, Educational Research, *Elementary Secondary Education, *Higher Education, *Indexes (Locaters), Literature Reviews, Resource Materials, Science Curriculum, *Science Education, Science Education History, Science Instruction, Science Teachers, Teacher Education

This special issue of Science Education'' is designed to provide a research tool for science education researchers and students as well as information for science teachers and other educational practitioners who are seeking suggestions about science teaching objectives, curricula, instructional procedures, science equipment and materials or student assessment instruments. It consists of 3 divisions: (1) science teaching; (2) research and special interest areas; and (3) journal features. The science teaching division which contains listings of practitioner-oriented articles on science teaching, consists of five sections. The second division is intended primarily for science education researchers who are doing a literature search, and it consists of nine sections, each of which relates to a particular research or special interest area in science education. The third index division, which consists of citations in the special features of the journal, is intended for researchers carrying out historical studies in science teaching and science education. An article which contains an illustration of how questions of contemporary interest can be traced historically by using enteries in this index is also included. (HM)

ED 174 482 SE 028 618

Banathy, Bela H. And Others

Content Sourcebook: The High School Environmental Education Teacher Training Model, An Energy-Focused Perspective.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-77

Note-624p.; For related documents, see SE 028 619-625; Not available in hard copy due to marginal legibility of original document; Pages 483-484 missing from document prior to its being shipped to EDRS for filming; Cartoon on page 384 deleted due to copyright restrictions; Best copy available

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum, Decision Making, *Energy, *Environmental Education, Futures (of Society), Interdisciplinary Approach, Nonformal Education, Problem Solving, *Public Policy, Resource Materials, *Secondary Education, *Teacher Education, Technological Advancement, *World Problems

Identifiers-*Energy Education

Described are the essential concepts included in the subject model. Analysis of the systems approach to the model is presented along with discussions of its applicability to problem solving and decision making, energy-environmental career decisions, lifestyle assessment, and environmental worldviews. Also included are: (1) discussions of fundamental concepts of energy; (2) energy resource delivery systems; (3) forecasting, planning, and policy formation; and (4) futures theory. A section is devoted to a subject matter and cultural process matrix. A glossary is provided at the end of the document. (RE)

ED 174 483 SE 028 619

Mills, Stephen R. And Others
Optimal Use of Finite Land Resources. Field Test Version.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-77
Grant-G007701993
Note-339p.; For related documents, see SE 028 618-625; Not available in hard copy due to marginal legibility of original document; Page 265 deleted due to poor reproducibility of original
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Energy, Environment, *Environmental Education, *Land Use, *Natural Resources, *Public Policy, *Regional Planning, Resource Materials, Secondary Education, *Teacher Education
Identifiers-Energy Education

This module, a component of a larger teaching model, seeks to present several concepts to the teacher. It seeks to develop awareness and understanding of use of finite land resources including types of land use and abuse; stewardship of land resources; natural systems functioning; human system demands on the natural environment; carrying capacity; and planning for land use. It further seeks to facilitate teacher development of classroom materials focused on the problem or issue of land use. (Author/RE)

ED 174 484 SE 028 620

Aaron, Cathy And Others

Energy-Intensive Urban Growth and the Quality of Life. Field Test Version.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-77
Grant-G007701993
Note-268p.; For related documents, see SE 028 618-625; Contains occasional light and broken type and colored pages that may not reproduce well; Page 203 deleted due to poor reproducibility of original
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-City Planning, *City Problems, *Energy, *Environment, Environmental Education, Environmental Influences, *Land-Use, Public Policy, *Regional Planning, Secondary Education, *Teacher Education, Urban Studies
Identifiers-*Energy Education

This module seeks to develop teachers' awareness and understanding of the problems of energy-intensive urban growth and its impact on quality-of-life. It seeks to develop understanding of the city as a system; understanding of quality-of-life as applied to the urban ecosystem; and skills in studying and planning for quality urban settings. It also seeks to facilitate teacher development of classroom instructional materials focused on urban growth. (Author/RE)

ED 174 485 SE 028 621

Murphy, Carol J. And Others

Energy-Conserving Resource Utilization. Field Test Version.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-77
Grant-G007701993
Note-312p.; For related documents, see SE 028 618-625; Contains occasional light and broken type and colored pages which may not reproduce well; Page 229 deleted due to poor reproducibility of original
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Conservation (Environment), *Conservation Education, *Ecology, *Energy, *Environment, Environmental Education, Environmental Influences, *Natural Resources, Secondary Education, Teacher Education, *Technological Advancement, World Problems
Identifiers-*Energy Education

This module seeks to develop teachers' awareness and understanding of the environmental problem area of energy conservation and resource utilization. It seeks to enhance teachers' understanding of the stewardship approach to resources and the role of the natural system in resource use. Skills in assessing and comparing various energy conservation measures and the application of energy conservation criteria to individual lifestyle decisions are discussed. It also seeks to facilitate teacher development of classroom instructional materials in the utilization of energy conservation resources. (Author/RE)

ED 174 486 SE 028 622

Banathy, Bela H. And Others

The High School Energy/Environmental Education Teacher Training Model.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-77
Contract-300-77-0158
Note-198p.; For related documents, see SE 028 618-625
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Curriculum Development, *Curriculum Guides, *Energy, *Environment, *Environmental Education, Instruction, Interdisciplinary Approach, Secondary Education, *Teacher Education
Identifiers-*Energy Education

The model is presented in five sections: (1) orientation; (2) content specifications; (3) curriculum management specifications; (4) implementation model; and (5) content sourcebook. These sections are intended to characterize and integrate the systems complex of energy/environmental education and teacher training. They are intended as orienting documents for curriculum or program developers. Desired outcomes from the model are: (1) development of high school teachers' understanding of energy/environmental education; and (2) development of their professional capabilities in devising instructional/learning arrangements which communicate a similar understanding to students. (Author/RE)

ED 174 487 SE 028 623

Banathy, Bela H. And Others

The Natural Science Environmental Education Teacher Training Model.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-77
Contract-300-77-0158
Note-143p.; For related documents, see SE 028 618-625
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Curriculum Development, Ecology, Elementary School Science, Elementary Secondary Education, *Environmental Education, Interdisciplinary Approach, *Natural Sciences, *Science Curriculum, *Science Education, Science Instruction, Secondary School Science, *Teacher Education

Included are two sections contributing to understanding of the model: (1) Orientation; and (2) Content Specifications. The model is intended to provide the user with a frame of reference within which to formulate and plan environmental education and training products which: (1) develop grade K-9 natural science teachers' understanding of environmental education; and (2) develop their professional capabilities in devising instructional/learning arrangements which communicate a similar understanding to their students. (Author/RE)

ED 174 488 SE 028 624

Banathy, Bela H. And Others

The Social Science Environmental Education Teacher Training Model.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-77

Contract-300-77-0158

Note-143p.; For related documents, see SE 028 618-625

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Curriculum Development, Elementary Secondary Education, *Environment, *Environmental Education, Interdisciplinary Approach, *Social Sciences, *Teacher Education

Presented are two sections dealing with the model: (1) Orientation; and (2) Content Specifications. The goal of the document is to characterize and integrate the systems complex of environmental education and teacher training. The document is intended as an orienting instrument for curriculum or program developers. Desired outcomes of this model are: (1) development of understanding of environmental education in teachers of grades 4-12 social science; and (2) development of their professional capabilities in devising instructional/learning arrangements which communicate a similar understanding to their students. (Author/RE)

ED 174 489 SE 028 625

Banathy, Bela H. And Others

The Community Leadership Energy/Environmental Education Model.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-77

Contract-300-77-0158

Note-160p.; For related documents, see SE 028 618-624

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Citizen Participation, *Community Problems, *Energy, Environment, *Environmental Education, Interdisciplinary Approach, Nonformal Education, *Public Policy, *Teacher Education

Identifiers-*Energy Education

Presented are sections describing the use of the model. Included are: (1) Orientation; (2) Content Specifications; and (3) Implementation. These sections are intended as aids in orienting community educators and leaders to the integration of energy/environmental education and adult community leadership. It is intended that the model will provide the user with a conceptual framework within which to formulate and plan energy-focused environmental education programs which will transmit to others an understanding of the concepts and principles of energy and will enhance their ability to comprehend energy/environment problems and issues from a holistic, systemic perspective. (Author/RE)

Introductory Statistics Without Calculus: A Report of the Panel on Statistics.

Mathematical Association of America, Berkeley, Calif. Committee on the Undergraduate Program in Mathematics.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 72
Note-73p.; Not available in hard copy due to small print throughout entire document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, *Course Descriptions, *Curriculum Guides, Guidelines, Higher Education, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Objectives, *Statistics

The Panel on Statistics of the Committee on the Undergraduate Program in Mathematics (CUPM) prepared this booklet to provide guidance to departments of mathematics at smaller colleges and universities on instruction in statistics. Contents include: (1) a discussion of the background of the reports and some review of past and current approaches to the general introductory course; (2) recommended objectives for the course and a discussion of their implications; (3) a detailed description of a conventional course; (4) recommendations for alternative approaches; (5) suggestions for improving the effectiveness of the course; and (6) a selected bibliography on teaching statistics. (MP)

ED 174 491 SE 028 627

Dorf, Richard C.

Final Report on National Science Foundation Women in Engineering Program,'' July 1, 1976-July 8, 1978.

California Univ., Davis Univ. Extension.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-78

Grant-NSF-SMI-76-20548

Note-110p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Employment, *Engineering Education, *Job Development, *Mathematics Education, Postsecondary Education, *Program Descriptions, Retraining, *Science Education, Science Instruction, ***Working Women**

Objectives and results are given of a program designed to prepare women for employment in engineering at a level comparable to current B.S. graduates. The program endeavored to create a learning situation in which rigorous academic standards would be maintained, while at the same time taking into account the realities of the lives of re-entry women. The format allowed women to work full-time while having an intensive review of mathematics and physics, followed by a series of 7 engineering courses. Most of the original objectives were achieved. (MP)

ED 174 492 SE 028 632

McKnight, Curtis C.

The Use of Frames'' in Conceptualizing Learning and Problem Solving in Mathematics.

Pub Date-Apr 79

Note-34p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Algebra, *Cognitive Development, *Concept Formation, Educational Psychology, *Educational Research, *Information Processing, *Learning Theories, *Mathematics Education, Mathematics Instruction, Secondary Education, Secondary School Mathematics

The focus of this paper is on the use of frames in achieving understanding of learning and problem solving in school mathematics. The paper seeks to illustrate the use that has been made of frames and frame-like conceptions and to add to the case for the usefulness of such conceptions. Results reported are: (1) those related to more sequential procedural schemata; (2) those related to some less sequential schemata; and (3) evidence of schemata-like interpretation of algebraic expressions in the early stages of processing. (MP)

ED 174 493 SE 028 635

Immerzeel, George, Comp. Wills, Bob, Comp.
Ideas from the ``Arithmetic Teacher.''
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-79
Note-142p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 ($5.40 nonmembers, $4.32 members, Discounts on quantity orders)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Calculation, Elementary Education, *Elementary School Mathematics, Fractions, Geometry, *Learning Activities, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, Measurement, Problem Solving, *Worksheets

This collection of reprints from the IDEAS section of the ``Arithmetic Teacher,'' has been selected from those activities appropriate for students in grades 4 through 8. The selections have [illegible]

as they originally appeared in the journal. The ideas are grouped under the headings computation, fractions, problem solving, geometry, and measurement. On one side of each page is the pupil activity sheet; the teacher directions are on the back of the page. This booklet is perforated so that the pages can be easily removed and reproduced for classroom use. (MP)

ED 174 494 **SE 028 638**

Stenberg, Warren Walker, Robert J.
Calculus: A Computer Oriented Presentation, Part 1 Center for Research in Coll. Instruction of Science and Mathematics, Tallahassee, Fla.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 70
Grant-NSF-GY-3696
Note-1,165p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF08/PC47 Plus Postage.
Descriptors-*Algorithms, *Calculus, *College Mathematics, *Computer Oriented Programs, Computers, Curriculum Development, Flow Charts, Higher Education, Mathematical Applications, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Mathematics Materials
Identifiers-*Functions (Mathematics)

Parts one and two of a one-year computer oriented calculus course (without analytic geometry) are presented. The ideas of calculus are introduced and motivated through computer (i.e., algorithmic) concepts. An introduction to computing via algorithms and a simple flow chart language allows the book to be self-contained, except that material on programming languages is excluded in order to allow the use of any language. Chapter topics include sequences, integrals, applications, functions, maxima, chain rule, derivatives, logarithmic and exponential functions, infinite series, and differential equations. (MP)

ED 174 495 SE 028 803

How to Organize a Community Assembly Based on a New England Town Meeting Format: A Technique for Determining Community Priorities.

Bolton Inst., Inc., Wellesley, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-76

Grant-G007602031

Note-40p.; Contains occasional small print in Exhibits and Samples

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Citizen Participation, *Community, *Community Action, Community Cooperation, *Community Influence, Community Information Services, *Community Involvement, Community Planning, Environment, Environmental Education, *Environmental Influences

This model, developed and tested in Vermont, involved a [illegible]-day assembly using a technique concentrating on small-group dynamics to encourage productive community assessment and decision-making. Included are exhaustive documentation of an example assembly to consider options for integrating human and environmental requirements in Vermont as a follow-up to the United Nations Conference on Human Settlements (HABITAT) held in 1976 in Vancouver, Canada. Description of this example assembly includes discussion of finances, planning, evaluation, follow-up, and scheduling. (RE)

ED 174 496 SO 010 888

Nickerson, Mike

Bakavi: Change the World I Want to Stay On.

Bakavi Foundation, Ottawa (Ontario).

Pub Date-77

Note-132p.; Pictures on several pages have been reproduced as 17'' x 22'' posters

Available from-All About Us, P.O. Box 1985, Ottawa, Ontario, Canada ($3.75)

Pub Type- Books (010) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Agriculture, Community, *Conservation (Environment), Cooperation, *Cultural Environment, *Ecology, Energy, Evolution, Fuel Consumption, *Futures (of Society), Human Development, Interaction, Life Style, *Natural Resources, *Physical Environment, Pollution, Population Growth, Problem Solving, Quality of Life, Secondary Education, Social Change, Social Characteristics, Solar Radiation

The booklet describes the natural ecosystem of the earth, the ways humans have evolved and diverged from basic life-supporting processes, and the problems that divergence has created. It also offers guidelines for overcoming those problems. Bakavi, a Hopi Indian word, is an umbrella term for the following objectives: to develop a way of life in which materials are managed in continuing cycles and energy is taken from continuously reliable sources; to encourage life-based pursuits, including interpersonal relations, creativity, appreciation, and spiritual, intellectual, and psychic development; and to develop technologies which use renewable resources and do not degrade the enviornment. The booklet is presented in ten chapters. Chapter I defines Bakavi and explains its origin. Chapter II describes the interaction of various earth cycles and resources. Chapter III explains pattern integrity. Chapter IV discusses biological and cultural evolution, pointing out that people have forgotten their dependence on natural processes. Six problems are stressed in Chapter V: diminishing energy supplies, resources depletion, land deterioration, pollution, population growth, and isolating social conditions. Chapter VI introduces Bakavi, explaining objectives and background, and suggesting individual actions. Chapter VII and VIII explore Bakavi values and life-based pursuits. Chapter IX offers some alternative technologies and Chapter X proposes smaller communities with more human input and interaction. An annotated bibliography concludes the booklet. (CK)

ED 174 497 SO 011 406

Approaches to Political/Legal Education: An Implementation Guide for Teachers and Trainers Institute for Political/Legal Education, Pitman, N.J.
Spons Agency-Rockefeller Family Fund, Inc., New York, N.Y.
Pub Date-May 78
Note-231p.; Pages 16-17 have been removed due to poor legibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Involvement, Community Resources, Decision Making Skills, Elementary Secondary Education, Government (Administrative Body), *Legal Education, *Political Attitudes, Political Issues, Productive Thinking, Program Content, *Program Development, Program Evaluation, *Program Planning, *School Community Relationship, Skill Development, Student Participation, Teaching Methods, Values
Identifiers-Institute for Political and Legal Education

Two guides are presented for the development and teaching of political/legal education based on a model designed by the Institute for Political and Legal Education (IPLE) in New Jersey. IPLE has developed curriculum materials and community study projects to instruct secondary students in the political, governmental, and legal processes. One part of this document is a lengthy guide for implementation of the IPLE program. Designed for teachers and administrators, the guide carefully explains IPLE curriculum objectives; teacher, student, and community roles; classroom teaching methods (i.e., case studies, values clarification strategies, mock trials); use of the community as an outside resource; how to set up a model congress; student evaluation methods; public relations for school programs related to IPLE; teacher-training workshops; and how to write grant proposals and seek foundation support. The second part of this document is a teacher's manual for a junior-high level legal education program called ``Law in Action.'' Designed to provide participatory learning in the principles and realities of the legal system, the program emphasizes decision-making skills, value formation, and legal knowledge. The manual outlines program content, objectives, and materials, teaching methods, use of audiovisual materials, field trips, community involvement projects, testing, teacher workshops, newsletters, and teacher resources. (AV)

ED 174 498 SO 011 437

Crozier, William And Others

MISHAP Newsletter of the Minnesota Social History Project. August, 1978 through March, 1979.

Saint Mary's Coll., Winona, Minn.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-155p.

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Census Figures, Classroom Materials, *Community Study, Data Analysis, Data Collection, Family (Sociological Unit), Family Background, History Instruction, Learning Activities, *Local History, Occupations, Research Methodology, Research Projects, Research Tools, Secondary Education, *Social History, *Social Science Research, Social Structure, *Student Research, Teaching Methods, Working Women

This document contains eight newsletters prepared by the Minnesota Social History Project (MSHP), an experimental curriculum project in local social history. The newsletters offer classroom exercises, participant suggestions, and supportive essays designed for teachers working with the MSHP. The premise of the project is that American history can be better taught and more actively learned by using the experiences of the people of a local community as a reflection of the national experience.'' Using the manuscript census as a basic document, teacher participants and their students collect original local historical data, interpret the data in light of traditional local sources, and compare local history with that of other areas. Section I describes the Individual Biography Card (IBC) and its uses in tabulating information, and presents an exercise using census figures relating to birthplace and immigration. The exercise in Section II involves students in the use of IBCs, attempting to develop a chronological life history for two families. Section III provides exercises based on methodological techniques used in the study of a city, emphasizing historical and geographical comparisons. Section IV studies the composition of the work force, while Section V provides an essay on working women. Section VI stresses the need for a systematic typology of rural communities based on multivariate analysis of characteristics. Three reports from teachers comprise Section VII. Section VIII presents an overview of the MSHP and suggestions for initiating and using one similar to it. (CK)

ED 174 499 SO 011 462

Population Education and Socio-Economic Development. Selected Articles and Studies from Periodical Publications. Bibliographies on Population Education No. 2.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Spons Agency-United Nations Fund for Population Activities, New York, N.Y.

Pub Date-77

Note-126p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Agricultural Trends, Early Childhood Education, Economic Development, Educational Objectives, Elementary Secondary Education, Environmental Education, Evaluation, Family Planning, Foreign Countries, Health, Higher Education, Instructional Materials, Marriage, Migration, Nutrition, *Population Education, Population Growth, *Population Trends, Program Descriptions, Resource Materials, Sex Education, *Socioeconomic Influences, Teaching Methods, Urbanization

Identifiers-*Asia

The annotated bibliography lists 299 materials written in the 1970s about population education, with emphasis on the Asian region. Citations are included for journals, newsletters, and serials publications. The objective is to make available information on which curriculum developers, educators, and practising teachers may draw in developing population education programs. The document is presented in three parts. Part I provides 103 articles about population education, including 73 covering goals, objectives, programs, research, and evaluation for in-school and out-of-school activities; and 30 entries describing instructional materials and teaching methods. Part II lists 194 entries focusing on the Asian region with emphasis on eight topics: agricultural and economic development, education, education and socioeconomic factors, family structure and marriage, health and nutrition, population trends and policy, socioeconomic factors, population and family size, and urbanization and migration. Part III offers bibliographies of population education, population studies, and the social sciences, as well as the addresses and price of journals and periodicals used as sources. Each entry contains bibliographic information such as author, title, location, publisher, date, and number of pages. Language is indicated if it is not English and descriptors appear at the right of each entry indicating topic and geographic area. Subject, geographical, and author indexes conclude the document. (CK)

ED 174 500 SO 011 672

Domestic Consequences of United States Population Change. Report Prepared by the Select Committee on Population, U.S. House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Population.

Pub Date-Dec 78

Note-140p.; Not available in paper copy from EDRS due to small type size of original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agencies, Birth Rate, Census Figures, Data Analysis, Data Collection, *Demography, Education, *Futures (of Society), Government (Administrative Body), *Government Role, Immigrants, Labor Force, Migration, Needs, Older Adults, Policy Formation, Population Distribution, *Population Education, Population Growth, *Population Trends, Trend Analysis

The report, prepared by the Select Committee on Population of the United States House of Representatives, discusses the consequences of the changing age composition and geographical distribution of the population. The committee recommends that the government needs to anticipate these changes in order to develop a policy in response to the problems caused by these changes. The document is presented in four sections. Section I discusses the changing size of the U.S. population, including the impact of the 1945-1960 baby boom and more recent birth slowdown, the falling mortality rate, and immigration changes. Future size projections are discussed, as are the need to set population goals, and economic consequences of population growth. Section II explores the changing age composition of the nation, considering consequences and policy alternatives related to the growth of women in the labor force, effects of boom and bust birth cycles on education, influx of new workers in the labor force, and investigates geographic redistribution, noting a nonmetropolitan revival, shifts from the Northeast and North Central to the West and South, and future movement possibilities. The causes of population distribution are pointed out, as well as consequences and possible responses for areas losing or gaining population. Section IV focuses on the need to plan for population changes and their consequences, emphasizing current policies and other possibilities, and the need for coordinated data collection and analysis at federal, state, and local levels. (CK)

Shulman, Lawrence
Etude Sur Le Processus D'aide. (A Study of the Helping Process).
Canadian Association of Schools of Social Work, Ottawa (Ontario).
Pub Date-78
Note-415p.; For related documents, see SO 011 721-723
Language-French
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior, *Counseling Effectiveness, *Foreign Countries, *Job Skills, Models, Research Methodology, Research Needs, Social Agencies, Social Work, *Social Workers, *Success Factors
Identifiers-Canada

This research evaluates effectiveness of Canadian social workers as mediators of problems between children and their families. The research is based on investigation of 118 social workers in centers for aid for children in Ottawa and Montreal. Seven chapters comprise the document. Chapter I summarizes the origins and phases of the study, and basic research concerns including social worker effectiveness, the role of the social worker, the interdependence of behaviors of the social worker, and the interdependence of the worker, the client, and social variables. Chapter II provides the framework of the study, explains the theory of mediation, analyzes the interaction between social worker and client, and discusses formation of the Questionnaire on the Behavior of Social Workers. Chapter III defines social worker effectiveness and discusses the Questionnaire on Client Satisfaction and documentation from agency files. Chapter IV discusses the participating agencies and social workers, the method of compiling results, the sample, the excluded group (non-respondents), and variables concerning the social worker. Chapter V presents a model for the study of social service and provides an overview of the behaviors of the social worker and influences of these behaviors. Chapter VI outlines profiles of behaviors and effectiveness of social workers according to educational background and work experience. Chapter VII discusses limitations of the study, summarizes conclusions, and suggests future research topics. The questionnaires, tables of responses, and a model for mediation are included in appendices. (KC)

ED 174 502 SO 011 721

Social Policy Teaching Project: Task Force Report.

Canadian Association of Schools of Social Work, Ottawa (Ontario).

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).

Pub Date-Jan 77

Note-87p.; For related documents, see SO 011 720-723

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Opportunities, *College Curriculum, *Comparative Education, Core Courses, Course Content, *Curriculum Evaluation, Educational Change, *Educational Needs, Educational Theories, Foreign Countries, Graduate Study, Higher Education, Models, Policy, *Social Work, Undergraduate Study

Identifiers-Canada

This report describes the pattern of policy content in the curriculum of Canadian schools of social work and assesses career opportunities for graduates. Seven sections comprise the document. Section I describes the study. Section II defines social policy as a process and as a framework for action and cites tasks of social work education including imparting knowledge and skill in practice in social policy. Section III discusses role theory as an approach to curriculum. Charts relate the role of the social worker (as counselor, community organizer, administrator, social developer, or policy analyst) to institutional context, tasks, knowledge, analytic and interventive skills, and curriculum content. In section IV, appropriate policy related courses and requirements of undergraduate and graduate students are described and current patterns of policy teaching are examined. Section V describes current course content from selected Canadian schools. Section VI provides three models for social policy curriculum: policy education as an adjunct to clinical education; clinical education as an adjunct to policy education; and reciprocating streams, a common core of clinical and policy content. The final section examines career outlooks for graduates of social policy programs. Conclusions are that a limited knowledge of policy and administration is essential for most government positions, that presently social workers are not perceived as having the right mix of qualifications for administrative and policy positions, and that social workers have a somewhat negative image in some ministries. (KC)

ED 174 503 SO 011 722

Introductory Courses in Social Work Research in Canada: Some Examples.

Canadian Association of Schools of Social Work, Ottawa (Ontario).
Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).
Pub Date-Mar 78
Note-123p.; For related documents, see SO 011 720-723
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assignments, *College Curriculum, *Comparative Education, Computers, *Course Content, Higher Education, Inquiry Training, Research Design, *Research Methodology, Research Tools, Research Utilization, *Social Work, Statistics, Teaching Procedures, Undergraduate Study
Identifiers-Canada

Various approaches to introductory courses in social work research in Canada are described. Objectives of the report are to promote informational exchange among instructors in schools of social work, to provide data on common practices employed in the instruction of introductory research, to encourage innovation and experimentation, and to aid in policy recommendations for minimum standards for introductory research courses. Major sections present course outlines, assignments, and examinations. Four approaches serve as categories for course outlines the logic of inquiry applied to social work problems, methodology and statistics, understanding and utilization of research, and a combined approach. Assignments fall into the category of non-statistical or statistical. Non-statistical assignments focus on research design and analysis and research concepts while statistical examples focus on computer and non-computer methods. Examples of examinations are categorized according to emphasis on conceptual thinking, research design, or statistics (theory and computational). Examples are drawn from the University of Calgary, Dalhousie University, Memorial University of Newfoundland, McGill University, the University of British Columbia, the University of Regina, and the University of Toronto. (KC)

ED 174 504 SO 011 723

O'Brien, Daniel W. Ritcey, Patricia

Advanced Courses in Social Work Research in Canada: Some Examples.

Canadian Association of Schools of Social Work, Ottawa (Ontario).
Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).
Pub Date-Mar 79
Note-178p.; For related documents, see SO 011 720-722
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Assignments, *College Curriculum, *Comparative Education, Computers, *Course Content, Doctoral Programs, Foreign Countries, Graduate Study, Higher Education, Independent Study, Masters Degrees, Measurement Techniques, *Research Methodology, *Social Work, Student Projects, Teaching Procedures, Undergraduate Study
Identifiers-Canada

The document describes various approaches to advanced courses in social work research in Canadian Universities. Following an introduction to the report in Section I, Section II presents course outlines for the master of social work degree. Outlines are arranged according to categories of advanced design, evaluation research, specialization/concentration research, and independent research. Section III describes courses in advanced statistics and use of the computer. Section IV presents a policy statement of a research practicum which outlines steps and duties of the student presenting a paper and his/her advisory committee, and Section V describes the thesis/project paper. Section VI outlines assignments and exercises which include research concepts in social work health practice, measuring social impact, exercises on a goal achievement model of social program evaluation, and a selected value position questionnaire. Section VII describes advanced level courses for the bachelor of social work degree. A two-part course, Research in Social Work and Social Welfare Issues,'' plus selected topics and an individual social work research project are outlined. Section VIII describes a research course at the doctoral level. The questionnaire used to compile the report and additional course outlines are included in appendices. (KC)

ED 174 505 SO 011 812

Paulston, Rolland G.

Education as Anti-Structure: Non-Formal Education in Social and Ethnic Movements.

Pittsburgh Univ., Pa. International and Development Education Program.; Pittsburgh Univ., Pa. School of Education.

Pub Date-May 79

Note-26p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Activism, Adult Education, Alternative Schools, *Change Agents, Changing Attitudes, *Comparative Education, Educational Practice, Educational Programs, Effective Teaching, *Ethnic Groups, *Folk Schools, Nonformal Education, Postsecondary Education, Research Needs, Secondary Education, *Social Change, *Success Factors

Identifiers-Scandinavia, United States

The article describes how folk educational programs in the United States and in the Scandinavian countries work toward behavioral and social change efforts. The conditions under which collective change efforts create their own educational programs, the most effective pedagogical processes, and the variables associated with successful attempts to join folk colleges to social and ethnic movements are examined. Conditions for change are described as occurring when discontented people seek to solve problems through mobilization and the creation of movement organizations. Although size is not a key consideration, the way that restraints (e.g. economic-political, ethno-cultural, or religious) are identified and the articulation of realistic goals are crucial elements. Pedagogical processes at folk colleges are assessed according to three orientations: the poetic-historic (idealistic and spiritual), the rational-pragmatic (literacy, numerical, and organizational skills), and the ideological-confrontational (militancy and struggle). Conclusions are that the most effective movement-education programs are found either in mass reformist movements seeking to extend democratic participation and secure folk political dominance or in elite movements seeking to defend traditional rights. A paradigm of social groups illustrates how key characteristics of size and power can be used to classify social and ethnic movements and thus indicate their potential for mounting educational programs with some promise of accomplishing movement objectives. Movements and folk high schools of the Swedish-Lapps, the Swede-Finns, U.S. Danes, the Norwegians, and the pre-World War II American labor colleges are cited. (KC)

ED 174 506 SO 011 814

Bagozzi, Richard P. Van Loo, M. Frances

Decision Making and Fertility: A Theory of Exchange in the Family.

Pub Date-Nov 78
Note-36p.; Figures 1-11 may not reproduce clearly in paper copy due to small print type of original document
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, Birth Rate, Contraception, Cooperation, *Decision Making, Family (Sociological Unit), *Family Planning, Family Role, Individual Needs, Interpersonal Relationship, *Marriage, Need Gratification, Reproduction (Biology), Research Methodology, *Social Exchange Theory, Social Influences, Social Psychology, *Socioeconomic Influences

The paper describes a research project to determine fertility-related family decision making processes. Fertility-related decisions are interpreted as all ultimate choices made by spouses concerning the number and spacing of children they will have. Specifically, the research investigated how factors such as the desire for more or less egalitarian role status between husband and wife, socio-economic influences, and individual needs and desires led spouses to arrive at a decision as to family size. The hypothesis is that choice of family size is influenced directly by social psychological processes within the household and indirectly by social and economic variables. Social psychological processes are based on attitudes, personalities, and interpersonal orientations of the husband and wife. A sample of 229 married couples was interviewed concerning desired and intended family size. Findings generally supported the hypothesis. The conclusion is that social exchange processes within the family are major determinants of family size and that these processes are influenced by social and economic variables. (DB)

ED 174 507 SO 011 816

Bamberger, Jeanne

Music and Cognitive Research Where Do Our Questions Come From: Where Do Our Answers Go? DSRE Working Paper No. 2.

Massachusetts Inst. of Tech., Cambridge.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-27p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Paper prepared through the Division for Study and Research in Education
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Style, *Discovery Learning, *Educational Experiments, *Educational Research, Effective Teaching, Elementary Education, Learning Processes, *Music, Music Education, Student Teacher Relationship, Teacher Education, Teaching Techniques, *Thought Processes

The paper discusses the use of music-based experiments to illuminate teachers' understanding of their own and pupils' informal ways of learning. The major objective of the paper is to help teachers understand students' learning processes. Because one central problem in academic research is that of finding the right questions, researchers should begin with the various ways children learn. In experiments, the teacher bases hypotheses on subjective awareness and interventions and then tests her hunches concerning the student's intuitive strategies. This process adds to a teacher's self-knowledge and increases understanding of the child's current knowledge and ways of learning. With this increased understanding, a teacher can help the child integrate his basic cognitive skills with the more formal basic skills used in schools. The success of these experiments is dependent upon the teacher's willingness to take risks and a realization that her own and the student's errors show cognitive work in progress. It is concluded that because music and the arts are non-threatening, they are rich in opportunities for illuminating cognitive research and research in adult learning or teacher development, by being used as a source of mediation between intuitive knowledge and the more formal skills taught in the schools. (CK)

ED 174 508 S[illegible] 011 819

Lynch, Francis P., Ed.

Yankee Forum. A Journal of the Connecticut Council of the Social Studies. No. 1, 1979.

Connecticut Council for the Social Studies.
Pub Date-79
Note-53p.; For a related document, see SO 011 356
Journal Cit-Yankee Forum; n1 Entire Issue 1979
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Citizenship, Community Service Programs, Comparative Education, Course Content, Courses, Curriculum Development, Elementary Secondary Education, Geography, Interviews, Map Skills, Skills, Social Responsibility, *Social Studies, Tests
Identifiers-China, Connecticut

The journal, written by Connecticut teachers, covers various aspects of social studies education in that state. The objectives are to serve as a forum for exchange of information, to be a catalyst for dialogue on issues of common concern, and to be a source of mutual support and professional growth. The journal is comprised of five articles. The first article evaluates the Connecticut Assessment of Educational Progress on citizenship/social studies education, pointing out flaws in test items, insufficient evidence for conclusions drawn, and internally inconsistent recommendations. The second article discusses the state of citizenship education in the curriculum, recommending more emphasis through learning in a community-based environment. The third article assesses social studies courses in middle, junior, and high schools in the Hartford area, concluding that traditional courses are taught to the younger students and there is no pattern in the high school. Good and bad points of this condition are discussed. The fourth article presents an interview with Dr. William Jacobs about his tour of mainland China, especially Chinese educational objectives. The final article discusses ways to assess map, globe, and geography skills. (CK)

ED 174 509 SO 011 822

Malbin, Michael J.

Religion and Politics: The Intentions of the Authors of the First Amendment.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date-78

Note-46p.

Available from-American Enterprise Institute for Public Policy Research, Washington, D.C. 20036 ($2.25)

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Civil Liberties, Constitutional History, *Constitutional Law, Court Cases, Government Role, Philosophy, Political Attitudes, Political Issues, *Politics, *Relationship, *Religion, Social Values, United States History

Identifiers-United States Constitution

The author demonstrates why he thinks the Supreme Court has misinterpreted the First Amendment of the U.S. Constitution. The First Amendment states that Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...'' The author claims that the Supreme Court, based on flawed reading of the intentions of the authors of the First Amendment, has held since 1947 that the establishment clause requires both Congress and the states to maintain strict neutrality between religion and irreligion in any laws that might conceivably aid private religious organizations. Based on a study of historical documents of the debates in the First Congress, the author believes that aid to religion was to be permitted as long as it furthered a purpose the federal government could legitimately pursue and as long as it did not discriminate in favor of some sects or against others. In the first part of the monograph the author reviews historical documentation of debates in the Supreme Court and the Senate concerning the establishment clause. In the second part he analyzes the intended meaning of the Amendment's clause about free exercise of religion. Among his sources for interpreting political philosophy are the 1776 Virginia Declaration of Rights, and writings of James Madison, Thomas Jefferson, and John Locke. (Author/AV)

Rader, Brian F.

The Political Scientist as an Academic Humanist.

Pub Date-79

Note-12p.; Paper presented at Annual Meeting of the American Political Science Association (August 31-September 3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Community Education, *Educational Alternatives, *Federal Aid, Futures (of Society), Grants, *Humanities, Interdisciplinary Approach, *Political Science, Postsecondary Education, *Professors, Quality of Life, Rural Areas, Social Problems, Urban Areas

The paper discusses possibilities for political scientists to work with an adult non-campus public through grants from the National Endowment for the Humanities. Humanities are defined in terms of those academic disciplines concerned with the records, interpretation, and evaluation of human knowledge. The author describes his success with six different grant proposals and thirty different programs in eastern Oklahoma towns and cities. His focus has been to teach political concepts through the interdisciplinary approaches of literature and politics. The programs have dealt with the quality of life in rural America, future problems, problems of the aged and youth, Cherokee history, and consumer rights. The works of William Faulkner and of Arna Bontemps are featured. The author concludes that the political scientist's training in analyzing man and his environment provide him with a unique perspective as a facilitator of humanities programs. (KC)

ED 174 511 SO 011 832

Hardin, Garrett

Limited World, Limited Rights.

Pub Date-79
Note-12p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 31-September 3, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Civil Liberties, Futures (of Society), Global Approach, Humanism, International Relations, Natural Resources, *Quality of Life, *Relationship, Social Problems, *World Problems

The currently popular issue of natural rights is more complicated than many of its proponents realize. Natural rights, be they of an individual or a nation, do not exist within a social vacuum. When a person or nation asserts a natural right to something, the implication is that someone else is obligated to furnish it. Thus one person's right is a demand upon others. Analysis of the pros and cons of specific rights must take into account the effects of those rights upon the rest of the social order. For example, it can be said that citizens have a natural right to change their place of residence within their country. But China denies this right to its citizens, most of whom are rural. If this right were granted, millions of rural Chinese would migrate to the cities and problems of crowding, crime, and pollution would result. Another example is the popularly advocated right to food. Considered in light of a 1948 United Nations declaration that all men and women have the right to marry and found a family, the right to food is senseless. As the poorer nations of the world dramatically increase their populations and depend upon richer nations for food, citizens of the richer nations will ultimately suffer decreases in their own food supply. The conclusion is that any issue of natural rights must be considered in terms of the limited resources of the world and the interrelationships among all people who inhabit it. (AV)

ED 174 512 SO 011 833

Leming, James S.

The Relationship Between Principled Moral Reasoning and Cheating Behavior under Threat and Nonthreat Situations.

Pub Date- 79

Note-13p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cheating, *Classroom Environment, Developmental Stages, Educational Research, *Ethics, Higher Education, *Moral Development, Research Problems, *Situational Tests, *Social Influences, Socially Deviant Behavior

Identifiers-Kohlberg (Lawrence)

Based upon the theory of moral stages devised by educational psychologist Lawrence Kohlberg, this report examines the influence of the social situation on principled moral reasoning and on cheating. Research assessed the level of moral reasoning for 152 college juniors and seniors using Rest's Defining Issues Test (1976) in which levels of low, medium and high corresponded to Kohlberg's preconventional, conventional, and principled stages. Half the subjects took the Hartshorne and May Circles Test (in which they are given five tries to memorize the location of ten circles on a sheet of paper and then to write the numbers in the corresponding circles with their eyes closed) in a high-threat, high supervision situation. The other half took the test in a low-threat, low-supervision situation. Controls were established by administering the test to 67 blindfolded undergraduates, computing a mean score, and establishing a score categorized as cheating. Results indicate that lows cheated significantly more than either Mediums or Highs; however, a relationship was found between principled moral reasoning only in the high threat, high-supervision situation in which none of the ten Highs cheated. The conclusion is that variations in a moral conduct situation may influence the behavior of principled subjects, depending upon how the two different situations are preceived by the subjects. (KC)

ED 174 513 SO 011 835

Fix, Jerrold E.
The Traditional World of Islam Film Series: A Teacher's Handbook.
EXXON Corp., New York, N.Y.; Institutional Cinema, Inc., Saugerties, N.Y.
Pub Date-78
Note-22p.; Map of The Ancient Islamic Empire'' was removed from document due to poor reproducibility of colors
Available from-Institutional Cinema Inc., 10 First Street, Saugerties, New York 12477 (Free)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Arabs, Education, Educational Objectives, *Films, Fine Arts, Foreign Countries, Human Dignity, Instructional Materials, *Islamic Culture, Mysticism, Natural Resources, Nomads, *Religion, Secondary Education

The guide describes a series of six films examining the influence of Islamic doctrine and traditional practices on human endeavors throughout the Islamic world. The objective of the series is to fill an informational gap concerning the important contributions that Islamic civilization has made to the achievements of man. The films are entitled: Unity,'' Nomad and City,'' Man and Nature,'' Patterns of Beauty,'' Knowledge of the World,'' and The Inner Life.'' Though maximum educational values come from viewing the entire series, each film is self-contained. The guide is divided into six parts, which are designed for reproduction and distribution to the students. Part I introduces the series, pointing out general background and objectives. Part II explains use of the guide and suggests orientation by lecture before viewing. Part III summarizes each film, describing background material, underlying meanings, and emphases. It also offers teaching aids for each film, pointing out principal goals, meaningful terms and expressions used, vocabulary words and geographic locations to learn, and suggests questions for discussion. Part IV recommends textbooks and general works for background readings, and Part V lists film libraries from which the series may be obtained. Part VI is a map which is available free from Institutional Cinema Inc. (CK)

ED 174 514 SO 011 837

Bayes, Bonnie, Ed. Lines, Patricia, Ed.
The People Power Papers: A New Birth of Freedom.
People Power Coalition, Seattle, Wash.
Pub Date-77
Note-143p.; Not available in paper copy from EDRS due to small print type of original document
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, *Civil Rights, *Community Involvement, Community Responsibility, Community Role, Constitutional Law, *Democracy, Democratic Values, Educational Problems, Energy Conservation, Freedom of Speech, Futures (of Society), Government Role, Local Issues, Needs, News Media, *Political Attitudes, Political Issues, Press Opinion, Social Problems, Social Welfare

The six papers which comprise this document are the result of a year-long New Birth of Freedom'' program in Seattle. The sponsoring organization was a broadly-based group called the People Power Coalition, comprised of civic organizations, churches, research institutes, and media outlets. The program examined the Declaration of Independence in light of contemporary challenges. Freedom of Speech and Religion'' presents results of a questionnaire to determine the value persons place on the first amendment rights. Freedom of Equality'' examines problems stemming from the pursuit of equal opportunity, particularly reverse discrimination. Freedom and Learning'' discusses problems facing public education: subject matter, community responsibility, student and teacher rights, and finances.

Freedom at the Grassroots'' reviews recent political activity in Seattle. Questions concerning community role, extending grassroots democracy, restructuring government, and developing new resources are discussed. Freedom and Technology'' is a case study of citizen participation in Seattle futures study that resulted in a policy of reliance on conservation and expansion of hydroelectric facilities rather than continued nuclear plant construction. Freedom From Want'' proposes a model to aid in evaluating policy implication of social welfare programs. Results of citizen questionnaires and excerpts from Supreme Court decisions, constitutions, and statutes are included in the appendix. (KC)

Conrad, James H., Comp.
Texas Educational History: A Bibliography.
Pub Date-79
Note-116p.
Available from-University Archives, Gee Library, ET Sta., Commerce, Texas 75428 ($3.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Biographies, Books, Colleges, Doctoral Theses, *Educational History, Local History, Masters Theses, Minority Groups, Pamphlets, Periodicals, Private Schools, Public Schools, Religious Education, *State History, Universities
Identifiers-*Texas

The bibliography provides a comprehensive listing of the literature of Texas educational history up to March, 1978. Objectives are to provide access to the sources and to stimulate interest and research in the field. Over 1050 books, journal articles, pamphlets, theses, and doctoral dissertations are arranged in nine subject sections: General Aspects (bibliographies and general education works), Education in Early Texas, Minorities, Religious Education, Education in the Individual Counties, Public Schools, Academies and Institutes, Colleges and Universities, and Biographies. Under each subject specific entries are listed by author. Universities and colleges listed in the seventh section are given county location so they might be cross-referenced to Section V (Education in the Individual Counties). An appendix offers brief histories of Texas Colleges nad Universities including founding dates and name changes. The document concludes with an index of authors and co-authors. (Author/CK)

ED 174 518 SO 011 841

Wright, Helen M.

The Rights of Women in Church and Society.

Pub Date-17 Apr 79

Note-12p.; Paper presented at Annual Meeting of the National Catholic Education Association (Philadelphia, Pennsylvania, April 17, 1979)

Available from-National Catholic Educational Association, Suite 350, One Dupont Circle, Washington, D.C. 20036 ($6.50 for tape)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Changing Attitudes, Church Responsibility, *Church Role, *Civil Liberties, Equal Education, Equal Opportunities (Jobs), Females, *Feminism, Relationship, Sex Discrimination, Social Values, United States History, Voting Rights

Identifiers-*Catholic Church

The document examines the rights of women in the church and in society, with emphasis on attitudes of the American Catholic Church. Christian educators should acknowledge the issue as a reality in today's world, and examine it with the following question in mind: What is God's call for women at this moment in the history of the American Church and American society?'' Historically, the Church and society were in opposing camps. Women were criticized by the clergy for speaking publicly on abolition and suffrage. Before and during World War I, militarization made the women's movements difficult, as many of the women were pacifists. Catholic women did not identify with the pacifist stance, reflecting Church attitudes of the time. The founding of the United Nations in 1946 saw women's rights become a global issue with increased gains in political rights by law. By the 1960s, women discovered that equal rights by law did not insure equality in fact. Factors still needing attention include illiteracy and equal educational opportunities, equal employment and pay, inclusion in policy making, economic handicaps, and leadership opportunities. Church attitudes changed. Pope John XXIII implied support for the world women's rights movements and Vatican Council II in 1965 laid down fundamental principles regarding human rights, including women's rights. However, no reference was made to the rights of women inside the church. Conclusions include that the church must address inequality and injustice inside ecclesiastical structures as well as in society and that the goal of Christian women must be to strive for a Gospel response to the use of power.''. (CK)

ED 174 517 SO 011 842

McFarland, Andrew S.

Recent Social Movements and Theories of Power in America

Pub Date-79

Note-25p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 31, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conceptual Schemes, Government (Administrative Body), Interaction, Middle Class, Organizations (Groups), *Political Issues, *Political Power, Political Science, *Politics, Power Structure, Public Policy, *Social Action, Social Problems, Social Science Research, Sociology, *Theories

Identifiers-Controversial Issues

A number of propositions about power in America taken from the work of Olson, Lowi, McConnell, Schattschneider, and Edelman are presented and discussed. These propositions comprise an alternative theory to pluralism, which is termed plural elitism.'' But neither pluralism nor plural elitism explains the emergence and effects of the social movements in America of the last two decades. Fifteen propositions about the relationships among social movements, interest groups, and public policy are stated. They constitute a perspective which is termed a new group theory,'' that draws upon plural elitism, the study of public-interest lobbies, and the new social movement theory of political sociology. It is concluded that another theory of political power in America could be based on this new group theory. (Author)

ED 174 518 SO 011 844

Thorndyke, Perry W. Stasz, Cathleen

Individual Differences in Knowledge Acquisition from Maps. A Report Prepared for Office of Naval Research.

Rand Corp., Santa Monica, Calif.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.-Rand-R-2375-ONR

Pub Date-Jan 79

Contract-N00014-78-C-0042

Note-50p.

Available from-Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 ($5.00, paper copy)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Behavioral Science Research, Cognitive Style, *Individual Differences, *Learning Processes, *Maps, *Map Skills, Research Methodology, *Spatial Relationship, Success Factors, Thought Processes

This study investigates the strategies people use to acquire knowledge from maps. Among the questions examined were (1) what distinguishes poor learners from good learners, and (2) how do the learning strategies of map-using experts differ from those of nonexpert learners? Eight subjects participated in the study. Five were undergraduate students at the University of California at Los Angeles and three were experts with military or scientific expertise in map reading. All subjects were given two maps of an imaginary town and country. They were allowed six trials of two minutes each in which to learn the information in the maps well enough to draw them from memory and answer questions about their contents. During the six trials they were required to think aloud about how they were going about learning the maps. Analysis of the subjects' verbal reports and performance on a test of map content indicated that four types of learning processes were used: attention, encoding, evaluation, and control. The use of processes for encoding spatial information (storing it in long-term memory and relating it to other information already learned) was most predictive of learning performance. Good learners differed from poor learners in their ability to evaluate their learning progress and to focus their attention on unlearned information. (Author/AV)

Bailey, William H.

The Spatial Pattern of Intelligence in a Small Town.

Pub Date-Oct 78
Note-23p.; Paper presented at Annual Meeting of the National Council for Geographic Education (Milwaukee, Wisconsin, October 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Bias, *Correlation, Creativity, Cultural Disadvantagement, Data Analysis, Demography, Educational Research, Human Geography, *Intelligence, Intelligence Tests, Maps, Municipalities, School Demography, Secondary Education, *Socioeconomic Background, *Student Ability, *Tests

The document measures the spatial patterns of mental abilities of 94 seventh-grade students within a small town by correlating and mapping four variables IQ test scores, achievement test scores, neighborhood quality as seen by town officials, and creativity test scores from the Torrance Tests of Creative Thinking. Objectives were to ascertain the spatial patterns of IQ, achievement, and creativity test scores, and to examine their spatial association with socioeconomic conditions, using the conclusions to draw implications about the cultural bias of the tests. The Kendall Rank Correlation was used to determine the statistical relationship among the study data, and isopleth maps were drawn identifying the spatial pattern of each variable, using the socioeconomic variable as a control. Findings showed IQ scores to be significantly associated spatially with achievement scores and neighborhood quality, while the creativity measures were not significantly associated with the other variables. The spatial association of IQ, achievement, and socioeconomic conditions supports the argument that the two tests are culturally biased. The fact that creativity tests are not spatially associated with the other variables suggests that these tests are not culturally biased and can be used to identify potentialities in culturally disadvantaged children. The study implies that children in lower ability classes within individual schools are segregated according to their performance on tests biased against them. (CK)

ED 174 520 SO 011 846

Scovel, Donald A. Nelson, Phillip J.
Mid-USA, Making Informed Decisions: Using Student Activities.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Planning, Research, and Evaluation.
Pub Date-79
Note-63p.
Available from-Iowa State Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (free)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Government (Course), *Government Role, Instructional Materials, Laws, *Learning Activities, Opinions, Political Science, Secondary Education, Social Problems, *State Government, State Legislation, State Officials

This document presents a series of learning activities focusing on the role of state government in American society. It is intended for senior or junior high school students. Six objectives are: to identify information sources about state government; to increase knowledge about its organization, processes, services, and costs; to compare these factors in several states; to apply this knowledge toward the solution of personal and social problems; to evaluate current proposals to improve the role of state government; and to improve writing and speaking skills. Activities involve students in considering how state laws affect their daily lives, suggest projects based on release time as a way for students to become involved in community services, and suggest ways to gauge class and public opinion through attitudinal instruments and polling techniques. Topics covered include state constitutions, legislators, governors, revenues, voting, running for office, shoplifting, marijuana, marriage and divorce, and writing a will. Various uses of the materials are suggested. Opinion tests, action project suggestions, and a word rating sheet are intended for teacher use only. When using the unit, the teacher should be aware of government changes that have occurred since the activities were written. (Author/CK)

ED 174 521 SO 011 847

Nohling, David L.

One Land, Many Voices: Ethnic Heritage through Music.

Metropolitan Pittsburgh Public Broadcasting, Inc., Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-76

Note-72p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrator Guides, Adult Education, Course Descriptions, Course Objectives, Course Organization, Educational Radio, *Ethnic Studies, *Faculty Handbooks, Higher Education, Instructional Materials, *Music, Planning, Study Guides, Tests

Identifiers-Ethnic Heritage Studies Program Act

This guide contains administrator, teacher, and student materials for a college-level ethnic heritage course. The course content focuses on the significance of music as a powerful cultural expression of ethnic groups through student exploration of local radio programs and festivals, music of family and friends, and use of information from the social sciences. Chapters include suggestions for using the materials in various settings (external or classroom instruction), a checklist to be used when promoting the course, sample course descriptions, and ways to evaluate students (samples of assignments, essay tests, and objective tests). Further topics detail suggestions for class meetings including ten types of activities; checklists for administrators and faculty concerning possible student needs; and a description of the student-faculty-institution communications network. A student guide introduces the course; explains goals, requirements and use of the guide; gives an overview of radio programs and units, a schedule of class sessions, deadline dates, and broadcasts, and information about the instructor. For students taking the course externally, a section on study skills and institutional procedures is included. The final chapter examines the history of the course, course concepts, available materials, examination and evaluation, student attitudes, and the importance of feedback for the instructor. (CK)

ED 174 522 SO 011 848

Smith, Lee Bodin, Wes

NASSP: Curriculum Report, Vol. 8, No. 5. Research/Ideas/Practice. Religions in the Public Schools Legal and Desirable.

National Association of Secondary School Principals, Reston, Va.

Pub Date-Jun 79

Note-13p.

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50 paper cover, quantity discounts available)

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biblical Literature, Christianity, Comparative Analysis, Court Cases, *Curriculum Development, *Educational Trends, Judaism, Non Western Civilization, *Program Content, Program Descriptions, *Public Schools, *Religion, Religious Differences, Secondary Education, Social Studies, Western Civilization, World History

Identifiers-Buddhism, Confucianism, Hinduism, Islam, Jainism, Shintoism, Sikhism, Taoism, Zoroastrianism

Key aspects of the issue of religion in public schools are reviewed and several innovative programs in specific schools are described. In 1962 two U.S. Supreme Court cases (Abington School District vs. Schempp and Engle vs. Vitale) prohibited the practice of Bible reading in public schools. It was believed that activities such as Bible reading violated individuals' rights of religious belief and expression as protected in the First Amendment. Since 1962 various legal and professional statements have indicated that the study of religions, but not the practice of religions, ought to be an integral part of public school curriculum. Interest in teaching about religions at all levels of public education has grown during the period 1962-79. This interest is illustrated by development of new units and courses by teachers, certification of teachers for religious studies in some states, integration of religous studies into courses such as social studies and history, and existence of curriculum projects about religions in universities and private centers. Emerging curriculum trends emphasize comparative study of religions and examination of the Bible as literature. Concluding sections of this pamphlet describe nine courses about religion in high schools in Connecticut, California, Minnesota, Oklahoma, Kansas, Colorado, and New York. Also outlined are the activities of six university- or privately-sponsored centers which are developing instructional programs and materials for the study of religions. (AV)

ED 174 523 SO 011 849

Laue, John Paul Tuck, Betty H.

Micronesia: Understanding Our Government.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 75

Grant-OEG-0-74-3222

Note-180p.; Best copy available

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Education, *American Government (Course), Area Studies, *Citizenship, Curriculum Development, Elementary Education, Foreign Culture, *Government (Administrative Body), *Governmental Structure, Government Role, Local Government, Political Issues, State Government

Identifiers-*Micronesia

Part of an adult education curriculum development project, the document describes the islands of Micronesia, emphasizing governmental structure and how it operates. The document was developed with Micronesians for Micronesians and is in two main sections. Section I tells stories about the interests and needs of each of the districts in Micronesia, emphasizing the way government policies and programs affect lives. A fact sheet discusses the geography, population, customs, culture, traditional leadership, and local government of each district, covering the Marshalls, Ponape, Kusaie, Truk, Palau, Yap, and the Marianas. Section II details the present governmental structure of Micronesia, including the role and function of people appointed or elected to office; municipal, district, and territorial levels of government; descriptions of the various courts and court customs; voting rules; the Constitution; the United Nations and a description of the trusteeship system; and responsibilities of the United States. The document concludes with a thorough discussion of the political status as of 1975 and an upcoming referendum describing four alternative forms of government to be voted upon. A chart comparing proposed types of government and their status quo is included on a separate sheet. Maps and charts throughout the document clarify the material. (CK)

ED 174 524 SO 011 850

Norman, Colin

Knowledge and Power: The Global Research and Development Budget. Worldwatch Paper 31.

Worldwatch Inst., Washington, D.C.
Spons Agency-United Nations Environment Program, New York, N.Y.
Pub Date-Jul 79
Note-55p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 USA ($2.00 paper copy)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Developed Nations, Developing Nations, *Development, *Financial Support, *Global Approach, Government Role, Military Science, National Defense, *National Programs, Problem Solving, *Research, Research Needs, Space Sciences, Technological Advancement

This monograph explores the aims, priorities, and international dimensions of the world's research and development (R&D) enterprise. Global R&D priorities in order of importance include military technology, basic research, space, energy, health, information processing, transportation, pollution control, and agriculture. The majority of R&D efforts are made by industrialized nations and are geared to meeting the political and economic goals of industrialized nations. In leading the global R&D race the United States has recently encountered competition from Japan and Western Europe due to their recovery from economic and manpower losses incurred during World War II. One lasting effect of World War II has been the merging of science and government. Control of funds gives governments great influence over national R&D priorities. Formerly producing the atomic bomb, mass production of penicillin, and radar, government-funded scientific R&D now emphasizes nuclear research. Funds for basic research generally are awarded to universities. Corporate R&D receives funds from industry as well as government. In the United States, most of the industrial R&D occurs in aerospace, electronics, and motor vehicles. Because developing nations are so technologically dependent upon industrialized nations, efforts have been made recently to form international R&D coalitions to study Third World problems. (AV)

ED 174 525 SO 011 851

Al-Qazzaz, Ayad

Transnational Links Between the Arab Community in the U.S. and the Arab World.

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency-New York Friends Group, Inc., New York. Center for War/Peace Studies.; Office of Education (DHEW), Washington, D.C.

Pub Date-76

Note-40p.; For related documents, see SO 011 852-854

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Arabs, Cultural Background, *Cultural Images, *Cultural Interrelationships, Ethnic Groups, Ethnic Stereotypes, *Ethnic Studies, Immigrants, Middle Eastern Studies, Minority Groups, *Minority Role, Nationalism, Non Western Civilization, Secondary Education, *Self Concept, Social Change, Teacher Education

Identifiers-Ethnic Heritage Studies Program Act

This monograph explores the interrelationships, or linkages, between Arabs in the United States and Arabs in the Arab world. It is intended to help teachers understand the complexities of ethnic identity among Arabs as a minority group in the United States. It is presented in five sections. Section one examines why social scientists in the United States have neglected to study Arabs as a minority group. Sections two and three give a history of Arab immigration to the United States. ``Old immigrants'' came before World War II and were predominantly uneducated and unskilled. ``New immigrants'' came after World War II and were young and highly educated professionals. A comparison is made of the social backgrounds and cultural assimilation patterns of the old and new immigrants. Section four explores identity variables of the immigrants in terms of how they perceive themselves and how the host country (U.S.) perceives them. For example, early immigrants identified themselves as coming from specific towns and countries, but more recently a spirit of Arab nationalism has emerged. Section five enumerates specific linkages between the Arab minority in the United States and the Arab world. The linkages include kinship, media, organizational, official (governmental), and business links, and Middle East Study Centers. (AV)

ED 174 526 SO 011 852

Cortes, Carlos E.

Mexico in the Study of Mexican Americans: An Analysis of Transnational Linkages.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-New York Friends Group, Inc., New York. Center for War/Peace Studies.; Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-37p.; For related documents, see SO 011 851-854
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Cultural Background, *Cultural Images, *Cultural Interrelationships, Educational Problems, Ethnic Groups, Ethnic Stereotypes, *Ethnic Studies, Immigrants, *Mexican Americans, Mexicans, Minority Groups, *Minority Role, Secondary Education, Social Change, Social History, Teacher Education
Identifiers-Ethnic Heritage Studies Program Act

Interrelationships between Mexican Americans living in the United States and natives living in Mexico are explored in this paper. It is intended as a resource to help teachers understand the complex processes and factors which contribute to the identity of Mexican Americans. One obvious relationship, or linkage, arises from the shared political boundary between the two countries. Immediate proximity has promoted easy physical migration and cultural and commercial interchange across the border. There is an historical linkage, exemplified by the Texas annexation of 1845, in which northern Mexico became the southwestern United States. Direct linkages exist in the form of immigration and widespread use of Spanish among Mexican-descent people in the United States. Indirect linkages arise from the Mexican American emphasis on maintaining family traditions and living near the extended family. Other indirect linkages are fostered through Mexican-American organizations and media such as television programs and newspapers which serve the Chicano community. Although linkages must be viewed as constantly changing as time, location, and population characteristics change, it can be useful to study and understand them. For example, the American educational system needs to understand more clearly the factors comprising the background, identity, and problems of Mexican Americans. Study of transnational linkages can help to promote greater intergroup awareness. (AV)

ED 174 527 SO 011 853

Hill, Robert A.

Afro-American Linkages with Africa in Transnational Perspective.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-New York Friends Group, Inc., New York. Center for War/Peace Studies.; Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-61p.; For related documents, see SO 011 851-854
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, African Culture, African History, Black Power, Blacks, *Black Studies, Colonialism, Cultural Background, Cultural Images, *Cultural Interrelationships, Ethnic Groups, *Ethnic Studies, Minority Groups, *Minority Role, Nationalism, Political Influences, Racism, Secondary Education, *Self Concept, Social Change, Teacher Education
Identifiers-*Africa, Ethnic Heritage Studies Program Act

Afro-American relations with Africa have had significant effects on the identity of Black people in the United States since the Revolutionary period. This paper presents an historical analysis of the linkages between Africa and Afro-Americans in an attempt to clarify the changing self-image of Blacks in the United States. When Africa was partitioned in 1885 and colonized by European powers, numerous missionary endeavors were made by Afro-Americans to redeem and civilize their African brethren through the American culture. Soon afterwards Afro-Americans began to articulate African political grievances in an attempt to deliver Africa from the abuses of European colonialism. Effects of cultural linkages were visible in the 1950s and 1960s as African religious and arts groups were established in some areas of the United States. The idea of establishing a dual American/African citizenship for Afro-Americans living in the United States was considered during the 1960s. In recent years, the African struggle for decolonization has prompted a sense of increased political empathy and feelings of pride in African heritage on the part of Afro-Americans. On ideological, political, and organizational levels, Afro-Americans are becoming more aware of their own identity within American society partly as a result of developments on the African continent. (AV)

ED 174 528 SO 011 854

McCready, William C.

Transnational Linkages Between the Irish in America and the Irish in Ireland.

Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-New York Friends Group, Inc., New York. Center for War/Peace Studies.; Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-36p.; For related documents, see SO 011 851-853
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Cultural Background, Cultural Images, *Cultural Interrelationships, Ethnic Groups, Ethnic Stereotypes, *Ethnic Studies, Family Role, Immigrants, Language Styles, Minority Groups, *Minority Role, Political Attitudes, Politics, Religion, Religious Conflict, Secondary Education, Self Concept, Social Change, Social History, Teacher Education
Identifiers-Ethnic Heritage Studies Program Act, *Ireland, Irish Americans

This paper examines the relationship between Irish Americans living in the United States and natives in Ireland. Although there is currently little interest or interaction between Irish Americans and Ireland, relationships can be found. The first part of this paper outlines the historical context of migration from Ireland to the United States. Among the topics discussed are repressien of Irish Catholics by the English and the great famine of the 1840s. Immigrants to the United States initially were poor and uneducated, but now the Irish Americans as a minority group are extremely educated and economically successful. The main body of the paper explores four aspects of Irish-American culture and explains how they relate to Irish heritage. The four aspects are religion, politics, family, and arts and letters. With respect to religion, the paper discusses the differences between Irish Catholics and Irish Protestants, the role of the clergy and parishes, and a recent decline in religious devotion. In terms of politics, the paper explores the influence of Irish-political structure (precincts) and style (grass-roots personal interaction) upon American politics. Family life is described as being very different in Ireland, where family farming was traditional, as opposed to America, where most families live in urban settings. In terms of letters, a significant decline is noted in the once prolific writing and story-telling by natives in Ireland as opposed to Irish Americans today. (AV)

Hanvey, Robert G.

Possibilities for International/Global Education. A Report.

Global Perspectives in Education, Inc., New York, N.Y.; Institute of International Education, New York, N.Y.

Pub Date-Feb 79

Note-30p.; Paper presented at 1979 Conference on International Education: The Global Context: The U.S. Role (Washington, D.C., February 26-28, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development, *Educational Assessment, Educational Improvement, *Educational Needs, *Educational Objectives, *Educational Practice, Elementary Secondary Education, Financial Needs, Financial Support, Futures (of Society), *Global Approach, *International Education, Program Evaluation, School Community Relationship, School Surveys, Social Studies, Student Attitudes, Student Interests, Teacher Attitudes, World Problems

To provide an overview of objectives, practices, and needs of international/global education programs in elementary and secondary schools, the report investigated four areas successful international/global programs, curriculum opportunities, teacher commitment, and opportunities in non-school education. Information is based on approximately 150 unstructured telephone interviews with educators and consultants in social studies, foreign languages, and science; school administrators; journalists; museum directors; and

in two major sections. Section I presents observations about current international/global education programs and outlines opportunities for program development. Major observations are that current programs are often directed by teachers in spite of local disinterest or hostility and are generally not of particular interest to parents and administrators. Opportunities for program improvement are seen in areas such as using audiovisual materials to increase student interest, encouraging teacher cooperation in developing a core curriculum in global studies, and promoting interdisciplinary studies with a global focus. Section II gives recommendations which include opening lines of communication between teachers, documenting international/global programs, sponsoring a national conference on international/global education, and developing international components of law-related and moral education. (DB)

ED 174 530 SO 011 856

A Guide to Federal Reserve Regulations.
Federal Reserve Bank of New York, N.Y.
Pub Date-Apr 78
Note-14p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Banking, Credit (Finance), Federal Government, Financial Policy, Financial Services, Guides, Instructional Materials, International Relations, Investment, *Laws, Money Management, Secondary Education,
Identifiers-*Federal Reserve System

The Board of Governors of the Federal Reserve System and the Federal Reserve Banks administer more than two dozen regulations affecting a wide variety of financial activities. The regulations concern the functions of the central bank and its relationships with financial institutions, the activities of commercial banks and bank holding companies, and consumer credit transactions. In this booklet, brief explanations are given of the goals and scope of each of the 27 regulations. The regulations cover the following subjects: loans to member banks; equal credit opportunity; home mortgage disclosure; reserve requirements; purchase of warrants; securities of member banks; margin credit extended by parties other than banks, brokers, and dealers; membership requirements for state-chartered banks; member stock in Federal reserve banks; check collection and funds transfer; international banking corporations; interlocking bank relationships; foreign activities of member banks; relationships with foreign banks; loans to executive officers of member banks; member bank protection standards; interest on deposits; interlocking relationships between securities dealers and member banks; banking services performed for state-chartered banks; margin credit extended by brokers and dealers; margin credit extended by banks; guarantee of loans for national defense work; extensions of consumer credit; borrowers who obtain margin credit; bank holding companies; truth in lending; and consumer complaint procedures. (Author/AV)

Elementary Social Studies, Years 1-7.
British Columbia Dept. of Education, Victoria.
Pub Date-74
Note-42p.; Photographs and small print throughout document may not reproduce clearly from EDRS in paper copy
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American History, American Indians, Community, Concept Formation, Concept Teaching, *Culture, Educational Objectives, Elementary Education, Family (Sociological Unit), Global Approach, Groups, *Humanistic Education, Human Relations, Inquiry Training, Learning Activities, *Relationship, *Social Development, *Social Structure, *Social Studies, Study Skills, Values, World History
Identifiers-Canada

The guide presents elementary social studies units investigating man as a social and cultural being in studies of widening social units, beginning with the family and ending with the world. Objectives are to encourage the child to organize his inquiry using social studies skills, to provide him with a means of understanding the world around him, and to help him examine and begin to develop his own system of values. Twenty-five learning activities and eight evaluation methods are suggested. The units are outlined in seven sections, under headings of concepts, major understandings, topics, and details of content. Each section covers a year of study. Year 1 describes the family as a social unit, discussing family functions, relationships, and possible changes. Year 2 studies the organization and internal relationships of the community, while Year 3 emphasizes interactions between the community and other communities, the community and its physical environment, and community growth. Year 4 stresses understanding basic culture concepts through study of an aboriginal culture area. Year 5 views the growth of Canada, emphasizing factors contributing to change throughout Canadian history. Year 6 discusses culture realms of the world, such as Oriental, Islamic, and Occidental, and influences affecting their spatial distribution. Year 7 outlines culture stages through a study of world history from the hunters and gatherers to contemporary life. (CK)

ED 174 532 SO 011 859

Olsen, Mary Anne Olsen, James T.

Caribbean ``Roots'': A Learning Experience for Students in the Virgin Islands Teacher's Guide Island Resources Foundation, St. Thomas, Virgin Islands.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78
Grant-G0077071107
Note-108p.; Answer Keys on pages 46, 47 and Spanish English Versions on page 48 may not reproduce clearly from EDRS in paper copy due to small print type of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-American History, Behavioral Objectives, Biographies, Clothing, Cultural Awareness, Cultural Background, *Educational Objectives, Elementary Education, *Ethnic Groups, Ethnicity, Ethnic Origins, *Ethnic Studies, Folk Culture, Food, Instructional Materials, Language Arts, Learning Activities, Maps, *Social Studies, *Teaching Methods, Transportation
Identifiers-Ethnic Heritage Studies Program Act, *Virgin Islands

The guide presents classroom activities for elementary teachers in the Virgin Islands to use in exploring many facets of the ethnic groups who have settled there. The objective is to increase student awareness and understanding of their own and others' ethnic heritage. The document is divided into two major sections. Section I is the teacher's guide, consisting of 36 lessons. Each lesson states the purpose, behavioral objectives, suggestions for activities, and background information when needed. Topics include geography and landmarks of each island, history and developmental roles of the different ethnic groups, language, folktales, native foods, methods of transportation, costumes and clothing, houses, and contributions by immigrants. Activities such as games, discussion, map-making, crafts, cooking, interviews, and stories are suggested to implement the unit. A bibliography of books, projects, and scholarly literature, two answer keys, and the islands' growth statistics conclude the section. Section II is the student workbook, consisting of 36 spirit duplicating masters designed to facilitate the lessons. They include maps, a time line, line drawings of famous people, recipes, and cutouts for models of modes of transportation and houses. (CK)

ED 174 533 SO 011 865

Polomo, Delores

Margaret Cavendish, Duchess of Newcastle (1623-1673) and the Uses of Women's History.

Pub Date-May 78
Note-13p.; Presented at the Women's Studies Challenge to Tradition Symposium (May 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-English Literature, *Females, Higher Education, *Intellectual History, *Literary History, Research Projects, *Sex Role, *Womens Studies

Research of the lives of almost unknown women such as Margaret Cavendish (1623-1673) provides valuable perspectives on contemporary problems affecting women and establishes a tradition of female development and community. Cavendish published 14 volumes of poetry, prose fiction, plays, and a biography of her husband plus five volumes of natural philosophy between 1653 and 1668. Because she rarely found the support of other women, she created fantasies of utopias in which women could become scholars, architects, generals, rulers, and scientists. She suggested that marriage undermines the psychological independence necessary for achievement. In her study of science, her lack of formal education freed her from the limitations of her male contemporaries. Although no one has taken her scientific work seriously, her premise of a rational, self-moving matter is more compatible with modern concepts of matter than the ideas of her contemporaries. Finally, Cavendish's writings reveal the psychological price paid by women who sought intellectual distinction in societies that regarded such activity as unwomanly. (Author/KC)

ED 174 534 SO 011 869

von Dohnanyi, Klaus

Education and Youth Employment in the Federal Republic of Germany.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Spons Agency-Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
Pub Date-78
Note-109p.; For related documents, see SO 011 870-873
Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 ($4.50)
Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Access to Education, Comparative Education, Developed Nations, *Educational Opportunities, Educational Policy, Foreign Countries, Higher Education, Income, Living Standards, Self Concept, *Social Change, *Social Problems, Socioeconomic Influences, Underemployed, Unemployment, Vocational Education, *Youth Employment
Identifiers-*West Germany

The education/employment situation of young people in West Germany is examined as part of a project to broaden perspectives on social, educational, and employment issues in contemporary industrialized societies. To place problems of West German youth in a broader context, it is necessary to consider socioeconomic developments in West Germany since World War II. Major developments include rapid economic expansion during the 1950s, stabilization during the 1960s, and increasing unemployment and other less favorable economic developments in the 1970s. Although vocational and higher education opportunities for youth have improved in the 1960s and 1970s, the concomitant employment and training position rates of young people 15 to 19 years old fell by one-third during the same period. This uncertainty of career opportunities appears to instill in young people either an unscrupulous sense of competition or resignation to remain in less attractive areas of employment. The conclusion is that because youth are especially susceptible to changes brought about by industrialization, the government must develop policies to bring youth employment opportunities in line with the recent increase in educational opportunities. (DB)

ED 174 535 SO 011 870

Medina, Alberto Hernandez And Others

Education and Youth Employment in Less Developed Countries.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.

Spons Agency-Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Pub Date-78

Note-123p.; For related documents, see SO 011 869-873

Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 ($4.50)

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Comparative Education, *Developing Nations, Economic Factors, *Educational Opportunities, Educational Trends, Foreign Countries, Futures (of Society), Higher Education, Illiteracy, Labor Market, Living Standards, Out of School Youth, Secondary Education, Social Change, Social Problems, Social Status, Socioeconomic Influences, Vocational Education, Youth, *Youth Employment, Youth Opportunities

Identifiers-*Asia (South), *Mexico

The education/employment situations of young people in Mexico and South Asia are examined as part of a project to broaden perspectives on social, educational, and employment issues in developing nations. In Mexico, economic growth between 1940 and 1970 was considerably greater than achievement of social goals such as full employment and educational opportunity. Educational and occupational problems include a high dropout rate, low percentage of students enrolled in institutions of higher education, illiteracy, an insufficient number of primary schools, lack of vocational training programs, and decrease in jobs due to labor saving processes. Prospects for improvement in the education/employment picture are not good due to the unrealistically heavy tax load which would be required to create more jobs and more schools. In the countries of South Asia Sri Lanka, Bangladesh, India, and Pakistan education is characterized by a large proportion of youth not enrolled in school, a high dropout rate, unequal opportunities between urban and rural areas, between males and females, and between rich and poor people. The broad employment picture indicates that the large majority of youths in the labor force are illiterate or semiliterate, living in rural areas, and striving to meet basic living needs by working in agriculture and other rural occupations. In spite of governmental schemes for social development, the massive deprivation and unequal opportunities remain problems for the large majority of youths. (DB)

ED 174 536 SO 011 871

Janne, Henri

Education and Youth Employment in Belgium.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Spons Agency-Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
Pub Date-79
Note-120p.; For related documents, see SO 011 869-873
Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 ($3.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Access to Education, Adult Education, Comparative Education, Developed Nations, *Educational Opportunities, Educational Policy, Foreign Countries, Higher Education, Income, Living Standards, Secondary Education, Self Concept, *Social Problems, Socioeconomic Influences, Underemployed, Unemployment, Vocational Education, *Youth, *Youth Employment
Identifiers-*Belgium

The education/employment situation of young people in Belgium is examined as part of a project to broaden perspectives on social, educational, and employment issues in contemporary societies. Because of Belgium's complex cultural and linguistic make-up (59% of Belgians are Dutch-speaking Flemish; 41% are French-speaking Walloons), it is difficult to define clearly the most significant characteristics, signs, and trends affecting employment and education. One trend which was especially meaningful to youth of both cultural groups was the growth of the relative position of youth in Belgian society in the 1960s. The unemployment rate throughout the 1960s and early 1970s was very low. However, from 1974 to 1979, the rise in unemployment of those under 25 years of age became pronounced. In the area of education, the distribution of youth among types of studies general, technical, technical/vocational, and apprenticeship is closely related to social origins. Consciousness of this fact is now encouraging young people and the general public to demand educational equality. Combined with the sense of alienation and frustration felt by youth who are unable to find suitable employment, these negative attitudes about the educational system must be taken into consideration by government leaders as they set national policies. Measures which can be taken to improve the education and employment situation include recurrent education, alternation of work and studies, progressive involvement in working life, and individualization of training. (DB)

Maclure, Stuart

Education and Youth Employment in Great Britain.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Spons Agency-Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
Pub Date-79
Note-153p.; For related documents, see SO 011 869-873
Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 ($4.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Access to Education, Comparative Education, *Economic Disadvantagement, Educational Policy, Foreign Countries, Higher Education, Labor Market, Living Standards, Secondary Education, Social Change, Social Class, Social Problems, Social Status, Socioeconomic Influences, Underemployed, Unemployment, *Youth, *Youth Employment
Identifiers-*Great Britain

Part of a project to broaden perspectives on social, educational, and employment issues in contemporary societies, the monograph focuses on the difficulties experienced by young people in Great Britain in negotiating the transitions from school to work and from youth to adulthood. Unemployment in Britain is at a post World War II peak and there has been a disproportionately large increase in the number of young unemployed people. Entry into the labor market is influenced by years and type of education. And, although educational development since 1945 has widened educational opportunity, it has not seriously altered the relationship between educational success and social class. One component of the growth of youth unemployment in Britain is the steadily expanding period of secondary and postsecondary education. Young people are entering the primary labor force later, spending more time in higher and vocational schooling, and relying more on temporary employment and social benefits. Policies instituted by the government to combat youth employment problems have focused on stimulating labor demand, employment subsidies, early retirement, employment services and moving allowances, and training schemes and incentives. They have been largely unsuccessful to date. The conclusion is that it is difficult to see in current developments in Great Britain any substantial change in employment, education, or training for the labor force. (DB)

ED 174 538 SO 011 873

Kato, Hidetoshi
Education and Youth Employment in Japan.
Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Spons Agency-Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
Pub Date-78
Note-78p.; For related documents, see SO 011 869-872
Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 ($3.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Access to Education, Adult Education, College Entrance Examinations, Comparative Education, Developed Nations, *Educational Opportunities, Educational Policy, Educational Programs, Equal Education, Foreign Countries, Futures (of Society), Higher Education, Industrialization, Living Standards, School Role, Secondary Education, Social Change, *Social Problems, Socioeconomic Influences, Underemployed, Unemployment, Vocational Education, Work Attitudes, *Youth, *Youth Employment
Identifiers-*Japan

The education/employment situation of young people in Japan is examined as part of a project to broaden perspectives on social, educational, and employment issues in contemporary societies. Youth problems in Japan stem from the incredibly rapid industrialization and social change that have taken place in Japan since World War II. In spite of this social change, however, consistant emphasis has been given to education by successive governments. Major targets of educational policy have been to make primary schooling widely available and to use higher education as a means of developing the talents of a small number of highly competent people. This diffusion of basic and higher education has had tremendous impact upon employment in recent years. For example, most youth tend to start working upon completion of senior high school or university education. The almost negligible number of youths seeking jobs immediately upon completion of the nine years of compulsory schooling is too small to cause the glut of job seekers which affects many other industrialized nations. Like other industrial countries, Japan faced an economic crisis in the early 1970s. However, in comparison with most other industrial countries, the degree of unemployment has been less serious. Japanese youth, consequently, are less likely to encounter problems related to the inability to find work than to feel alienated from a society based on traditions they do not share. (DB)

ED 174 539 SO 011 874

Fitch, Robert M. Svengalis, Cordell, M.

Futures Unlimited: Teaching About Worlds to Come. Bulletin 59.

National Council for the Social Studies, Washington, D.C.
Pub Date-79
Note-93p.
Available from-National Council for the Social Studies, 2030 M Street, N.W., Washington, D.C. 20036 ($6.95)
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, Educational Innovation, Evaluation Methods, *Futures (of Society), Humanities, *Interdisciplinary Approach, Prediction, Relevance (Education), Science Fiction, Secondary Education, Social Change, *Social Problems, Social Sciences, Social Studies, Teaching Methods, Values, World Affairs, World Problems

A theoretical framework and suggestions for teaching about the future at the secondary level are presented. Seven chapters comprise the document. Chapter I examines the nature of and approach to futurism and explores ideas of European and American futurists. Chapter II presents a rationale, characteristics of futures education, outlines of courses and units, and methods of integrating futures studies into the curriculum. Chapter III lists innovative methods for teaching about the future. Goals, techniques for forecasting the future, and 20 activities are included. Chapter IV is an inquiry into values and futures education. Sample questionnaires, inventories, and activities for implementation of value analysis are provided. Chapter V, Images of the Future Through Science Fiction,'' presents a list of relevant resources. Chapter VI considers evaluating the outcomes of futures education. Methods for assessing cognitive and affective outcomes are suggested. Chapter VII lists relevant resources arranged by category: books suitable for student tests, basic works, advanced reading, general works, creativity, energy and environment, economics and work, education, life styles and changing sex roles, alternative realities, politics and government, technology, and simple living. Other topics are: society and culture, transformation and transcendence, international relations and world order, biomedicine and psychology, and population and food. Lists of multimedia kits, games, simulations, and periodicals are included. (KC)

ED 174 540 SO 011 875

Mehlinger, Howard D., Ed. Tucker, Jan L., Ed.

Social Studies in Other Nations. Bulletin 60.

National Council for the Social Studies, Washington, D.C.
Pub Date-79
Note-102p.
Available from-National Council for the Social Studies, 2030 M Street, N.W., Washington, D.C. 20036 ($6.95)
Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Citizenship, *Comparative Education, Curriculum Design, Curriculum Development, Developed Nations, Developing Nations, Educational Change, Educational Problems, *Educational Responsibility, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, Interdisciplinary Approach, *Social Change, *Social Studies, Teacher Education

The document describes social studies programs, citizenship education, and major social studies issues in the Federal Republic of Germany, Thailand, Japan, Nigeria, England, and the United States. The first chapter considers the transnational nature of the social studies, traces the development of social studies, and discusses efforts and need to internationalize'' social studies in the United States. Next, the section on Germany discusses the organization of the public schools and political education in post-war Germany. Social change and institutional reform are major issues. The report on Thailand deals with present curriculum reform. Major issues are confusion over goals, the status of social studies, methods of teaching social studies, and the status of Thai culture. The section on Japan describes the present course of study and notes major issues of curriculum revision, teaching strategies, interdisciplinary and global approaches, rapid growth, and professional diversity. Nigeria is discussed in terms of changes in curriculum, teacher training, and beliefs about social studies since independence in 1960. Major issues are conflicts between social scientists and social studies educators, the lack of clear standards for the educator, the force of tradition, and inadequate resource materials. The Nigerian national policy on education and Nigerian social studies objectives are listed. The report on England focuses on the structure of the educational and examination system. Major issues center around cultural pluralism, decentralized decision making, and multiethnic education. The final report on the United States discusses global challenges. (KC)

ED 174 541 SO 011 881

Graves, Helen M.

Comparative Political Internships: Assuring Academic Validity.

Pub Date-79

Note-16p.; Paper prepared for presentation at Annual Meeting of the American Political Science Association (Washington, D.C., August 31-September 3, 1979)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Education, *Educational Objectives, Ethnocentrism, *Experiential Learning, *Field Experience Programs, Foreign Countries, Government (Administrative Body), Government Role, Higher Education, Internship Programs, Policy Formation, Political Influences, *Political Science, *Political Socialization, Politics, Role Models, Student Attitudes

Identifiers-Canada

The paper explains how political science educators at the University of Michigan, Dearborn, structured political internship experiences for American college students in the Ontario, Canada, legislature and Metropolitan Toronto government. The internship program allows junior and senior undergraduate political science majors to work for five weeks with Canadian legislators, Ontario ombudsmen, and candidates for Canadian political office. The emphasis of the program is on the development of broader political understanding of a foreign country and on comparison of the American political system to that of another country. The program provides experiences in keeping a daily journal of political observations, participating in major political events which take place during the internship, working directly with parliamentary and municipal officials, reading extensively in the area of Canadian Federal and Provincial systems, and meeting weekly in a seminar with other interns to discuss readings, experiences, and observations. Strengths of the program are identified as diffusion of political ethnocentrism, development of a broader view of political organization, opportunity to work in a political office, realization that different governments fashion different solutions to political and policy problems, and introduction to role models and policy contacts for young interns. (DB)

ED 174 542 SO 011 883

Harrell, Mary Ann

Equal Justice Under Law: The Supreme Court in American Life.

Foundation of the Federal Bar Association Washington, D.C.
Pub Date-75
Note-151p.
Available from-Foundation of the Federal Bar Association, 1815 H Street, N.W., Washington, D.C. 20006 ($2.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Constitutional History, *Constitutional Law, Court Doctrine, *Court Role, *Federal Courts, Federal Government, Government Role, Justice, Legal Problems, Secondary Education, *Supreme Court Litigation, *United States History
Identifiers-*Supreme Court, United States Constitution

The document describes the establishment, development, procedures, and some landmark cases of the U.S. Supreme Court. The objective is to explore the history of the court and to explain its role in the American system of government. The booklet is presented in four chapters. The first chapter, entitled ``A Heritage of Law,'' offers judicial background from the 1606 Virginia Charter to the Constitution and Bill of Rights. The second chapter, which forms the major part of the document, is entitled ``Decisions for Liberty.'' It traces the court's growth of scope through precedent-setting decisions such as Chisholm v. Georgia in 1793, Marbury v. Madison in 1803, McCulloch v. Maryland in 1819, Gibbons v. Ogden in 1824, Dred Scott v. Sandford in 1857, Munn v. Illinois in 1877, Northern Securities v. United States in 1904, Adkins v. Children's Hospital in 1923, Brown v. Board of Education in 1954, Gideon v. Wainwright in 1963, and Roe v. Wade in 1973. Chief Justices and events are described historically in connection with the cases, from John Jay to Warren Burger, as the court's power as interpreter of the Constitution grew. The third chapter discusses court procedures, staff duties, the building, and the duties of the justices. Chapter IV offers a brief description of the powers and limitations of the federal court system, including contemporary reforms and technical innovations. An index concludes the booklet. (CK)

ED 174 543 SO 011 884

Your Money and the Federal Reserve System.
Federal Reserve Bank of Minneapolis, Minn.
Pub Date-78
Note-19p.
Available from-Office of Public Information, Federal Reserve Bank of Minneapolis, 250 Marquette Street, Minneapolis, Minnesota 55480 (free)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Banking, Budgeting, *Consumer Economics, Credit (Finance), *Economics, *Federal Regulation, Financial Needs, *Financial Policy, Government Role, Inflation (Economics), *Money Management, Money Systems, Policy Formation, Purchasing
Identifiers-Federal Reserve System

The booklet explores various roles which money has played throughout history and examines the relationship between money and the Federal Reserve System. The major objective is to increase understanding of the performance of various functions such as making money work as a medium of exchange and as a measure of value and of storing value for future use. Topics discussed include the barter system as the ancestor of money, early and modern forms of money, disadvantages of coin, commercial banking, influences of banks of the money supply, bank lending, the price of borrowed money, problems of money and banking systems, monetary policy, bank reserves, Federal Reserve processing services, and the cost of operating the Federal Reserve. Information is presented in a statement/explanation format and is accompanied by illustrations and photographs. (DB)

ED 174 544 SO 011 888

Johnson, Roger T.

Historical Beginnings...The Federal Reserve.

Federal Reserve Bank of Boston, Mass.
Pub Date-78
Note-65p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Banking, Conflict, Economic Development, Economic Factors, Federal Government, Federal Legislation, *Finance Reform, *Financial Policy, *Government Role, Money Management, *Political Issues, Secondary Education, United States History
Identifiers-*Federal Reserve System

The booklet presents an historical narrative of banks and banking events leading to the establishment of the Federal Reserve System in 1914. The document is divided into three chapters. Chapter I discusses attempts to establish a bank before the 20th century, describing the creation of two central banks whose chapters were allowed to lapse, the First Bank of the United States in 1791, and the Second Bank of the United States in 1816. It hypothesizes that the National Banking Act of 1863 was inadequate because it failed to provide a central banking structure and, further, that the financial panics and economic depression which followed this act were triggered by inelastic currency and immobile reserves. Chapter II details financial reform in the 20th century, concentrating on the activities of the 1908 National Monetary Commission, and the pros and cons of the Aldrich plan of 1911. It also traces how the Pujo hearings investigating the money trust,'' and the election of Woodrow Wilson led to the Glass-Willis proposal in 1912. Also described are the introduction of the Federal Reserve bill into Congress in 1913, and the ensuing political struggle, compromises, and final adoption. Chapter III outlines the establishment of the system, including selection criteria for each of the 12 regional centers, organization of national banks into formal membership, election of local directors, and Wilson's appointment of and Congressional ratification of the Federal Reserve Board. Concluding comments recount how, on November 16, 1914, the Federal Reserve banks opened, without permanent headquarters and with very little business. (CK)

ED 174 545 SO 011 889

Introducing Economics.

Federal Reserve Bank of Boston, Mass.; Tufts Univ., Medford, Mass.

Pub Date-Apr 79

Note-51p.; Document prepared by the Economic Education Council; Photographs may not reproduce well

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Business, Capital, *Concept Teaching, Depleted Resources, Economic Climate, *Economic Education, *Economic Factors, *Economics, Elementary Secondary Education, Employment, Financial Policy, Government Role, Human Capital, Human Resources, Job Market, Money Management, Natural Resources

The booklet outlines and presents examples of basic economics concepts. Objectives are to help elementary and secondary teachers introduce economic concepts in the classroom and to help teachers grasp some of the fundamentals of economics. The document is divided into seven sections. Each section presents concepts, offers three supporting examples, one of which is child-oriented, and concludes with a restatement of the concept. Section I discusses scarcity and introduces topics such as the need to allocate resources, supply and demand, trade, and population movements. Section II explores natural resources, including exhaustible and renewable resources, conservation, and government regulation. Human resources are studied in Section III, which covers employment-related subjects, individual adaptation, and the need for education. Section IV surveys capital resources, defining capital and discussing topics such as representative goods, capital goods, capital formation, standard of living, and profits. Section V outlines forms of business organization, while Section VI investigates money and credit through examples elucidating the role and value of money, inflation and deflation, money supply, coin and currency, the Federal Reserve System, and banks. Section VII considers the government role in economics, including government goods and services, government regulation, lawmaking, taxation, and fiscal policy. (CK)

ED 174 546 SO 011 893

Energizing Future Studies. Futures Information Interchange, Vol. V, No. 1, December 1977 Massachusetts Univ., Amherst. School of Education.
Pub Date-79
Note-166p.
Available from-Future Studies Program, School of Education, University of Massachusetts, Amherst, Massachusetts 01003 ($6.00)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Creativity, *Curriculum Development, Ecology, *Education, Educational Games, Educational Objectives, Elementary Secondary Education, Energy, Energy Conservation, *Futures (of Society), Individualism, *Learning Activities, Relevance (Education), *Social Change, Teaching Methods, Technology, Units of Study

The document is comprised of four newsletters which present a collection of essays, practical teaching methods, and learning activities introducing future studies into the classroom. Aimed at primary and secondary teachers, subject areas include forecasting methods, curriculum implementation and evaluation, innovative teaching materials and strategies, computer-based instruction, energy usage and conservation, planning, technological literacy, and alternative education. The December 1977 issue discusses energy and the necessity for energy education, covering nuclear energy, teaching guidelines and ecological concepts, lesson plans developing creative capacities, a unit interrelating air pollution and math concepts, solar energy, a communication game, and bibliographies. The April 1978 issue chooses the best fourteen articles from past issues, including the definition and educational roles of a futurist, student attitudes toward future studies, the relevance of future studies, several games and other teaching methods. The Fall 1978 issue offers eight articles, discussing topics such as educational objectives and learning activities for energy conservation curriculum, a futures approach to teaching history, group grading, and the need for alternative decisional and problem solving approaches in future studies curriculum. The Spring 1979 issue presents essays exploring the future of education, Buckminster Fuller's synergetic approach, the role of science and technology in our society, and some pitfalls of educational futurism. It includes two futures learning activities and two examples of research in educational futurism. (CK)

ED 174 547 SO 011 895

Sprague, Gregory A.

Spiegeldorf'': Nazi Appeals in Weimar Germany.

Pub Date-28 Dec 78

Note-36p.; A paper presented at the Annual Meeting of the American Historical Association (San Francisco, California, December 28, 1978)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Objectives, *European History, Evaluation, Higher Education, *History Instruction, Instructional Materials, Interaction Process Analysis, Models, *Political Influences, Propaganda, *Relationship, Role Playing, *Simulation, Social Class, Social History, *Social Structure, Teaching Methods, Totalitarianism

Identifiers-Germany, *Nazism

The paper discusses rationales for simulation gaming and describes Spiegeldorf,'' a socio-historical game which simulates socioeconomic conditions in early 1930 Germany and Nazi party tactics used to gain mass support. Objectives are to identify characteristic Nazi tactics and points of political ideology, describe German social classes and their fears and frustrations, analyze ways Nazism appealed to many Germans, and increase student interest in the subject and enjoyment in playing the game. Each student plays the role of a Nazi party organizer, whose goal is to convert as many people as possible. Play proceeds through choosing one of five tactics and receiving outcome cards and conversion points. With the appointment of Hitler as Chancellor of Germany, each student adds up the number of converts and ascertains the final outcome. Time allotment is 90 minutes. Materials include a game board, information sheets, conversion checklists, outcome, event, and influence cards, and a debriefing guide. Discussion analyzes the cause-and-effect relationships affecting the payoff through exploration of student feelings, explanation of strategies, and examination of concepts and principles. Evaluation criteria were historical accuracy, positive student attitudes, and an increase in student knowledge. Use of subject authorities ensured accuracy, while attitudes and knowledge were measured through observation, a questionnaire, and a posttest. Sample game materials and questionnaire results are appended. (CK)

ED 174 548 SO 011 896

Ruhly, Sharon Sprague, Jo

Person Perception in Male-Female Communication: Theory and Cultural Qualifier.

San Jose State Univ., Calif.

Pub Date 79

Note-17p.; Paper presented at the Society for Intercultural Education Training and Research Conference (Mexico City, Mexico, March 2-9, 1979); Document prepared through the Department of Speech Communication

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory, Behavior Theories, Cross Cultural Studies, *Cultural Differences, Cultural Factors, Females, *Interaction Process Analysis, Males, Role Perception, *Sex Differences, Sociocultural Patterns, *Verbal Communication

Identifiers-*Heider (F N)

The paper suggests that culturally determined patterns of perception should be related to Fritz Heider's attribution theory in order to understand differences of perception in male-female interaction. The first section explains Heider's theory as a complex process in which past experiences with the person or act may influence perceptions. For instance, a stumble by a person known'' to be clumsy will be perceived as a clumsy act, whereas an action perceived as aggressive'' may lead the observer to attribute aggressiveness to the actor's personality. The second section applies the theory to the professional situation and the home setting, using one specific sex difference patterns of interruption as an illustration. In order to be heard at a board meeting, for example, a woman may have to speak more loudly than usual. This action may cause the men present to view the interruption as more important than the woman intended; the woman may become known as an aggressive, pushy person. In the home situation, interruption by the wife may be interpreted as bitchiness'' or the blame may be placed on the environment, i.e., pushy feminist influences. The third section discusses field sensitivity and field independence in assessing cross-cultural applicability of Heider's theory. These cultural patterns of perception refer to the tendency to synthesize or to analyze elements in the perceptual field. Heider's theory implies the superiority of the field independent or analytic approach. Thus, his theory should be reconsidered with particular attention given to whether and how sexes and cultures differ in perceptions. (Author/KC)

ED 174 549 SO 011 897

Buss, Terry F. Binning, William C.

Establishing Working Relationships with Secondary School Teachers.

Youngstown State Univ., Ohio.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Grant-NSF-78-04524
Note-12p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum, *College High School Cooperation, *Computer Oriented Programs, Educational Benefits, Educational Needs, Educational Problems, Higher Education, *Inservice Teacher Education, *Political Science, Research Skills, Secondary Education, *Social Sciences

College political science departments can derive several benefits by offering computer utilization and survey research courses to secondary social science teachers. Presently, attitudes of both teachers and students toward the relationship between the ``hard sciences'' and the social sciences account for the lack of computer utilization in that area on the secondary level. Problems are created for political scientists as a result of these attitudes since many political science courses are in part quantitative. Also, the lack of contact with political science departments make secondary teachers unaware of political science course offerings. Currently, a course for secondary social science teachers at Youngstown State University combines the development of computing and quantitative skills concurrently with the teaching of elementary survey research skills. Teachers are taught to manipulate computer television terminals for processing data, and attempt to write their own programs. They also learn how to design a survey questionnaire, draw a sample, gather data, convert data to readable computer form, and present results. Benefits are that teachers who attend these courses are a valuable source for influencing high school students to major in political science, many students will enter political science courses with quantitative skills, and political scientists could use local schools for field research. (KC)

ED 174 550 SO 011 898

Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 11, No. 4, 1977, Period Covered October-December, 1977.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-53604/4

Pub Date-77

Note-43p.; Not available in paper copy from EDRS due to poor reproducibility of original document; For related documents, see ED 160 524 and ED 162 943

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Agricultural Education, *Comparative Education, Curriculum, Developing Nations, Educational Administration, Educational Change, *Educational Development, Educational Finance, Educational History, Educational Philosophy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Instructional Media, Language Programs, Literacy, Medical Education, Sociology, Student Problems, Teacher Education, Teaching Methods, Tests, Textbooks, Womens Education

Identifiers-Pakistan

This annotated bibliography contains 96 citations of essays, journals, newspaper articles, conference reports, and government publications published in 1976 and 1977 about education in Pakistan. Entries are arranged alphabetically by author in 23 categories: administration, organization, and financing of education; adult education; agricultural education; curriculum; educational goals; educational planning; elementary and secondary education; literacy; medical education; science education; sociology; student problems; teacher education; teachers; teaching methods and media; textbooks; women's education; general; and teaching of languages. A writers' index concludes the document. (KC)

ED 174 551 SO 011 899

Barndt, Jacqueline Grasse

A Survey and Study of Current Practices and Problems in Music Education in Accredited and Nonaccredited Public and Nonpublic Secondary Schools in Pennsylvania.

Pub Date-Apr 79
Note-162p.; M. Ed., Temple University; Best copy available
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Aesthetic Education, Curriculum Evaluation, Educational Assessment, *Educational Needs, *Educational Objectives, *Educational Practice, *Music Education, Private Schools, Public Schools, Secondary Education, Statistical Analysis
Identifiers-Pennsylvania

The document contrasts, compares, describes, interprets, and generalizes about needs, activities, and objectives of music education programs in accredited, nonaccredited, public, and nonpublic secondary schools. The objective of the study was to provide information about the strengths and weaknesses of the music education programs so that constructive action could be taken to improve those programs. The 68-item questionnaire measured student and teacher knowledge and opinions about music education and related these attitudes to the various types of schools. Topics included the role and background of the music teacher, philosophy, curriculum and instruction, activities in the general music class, instrumental and vocal performance groups, assessment, and outcomes. A field study of performance practices was also conducted. Statistical analysis of responses indicated that all types of schools identified the following as major strengths of music education: that programs allowed great diversity in elective courses; they encouraged various kinds of vocal and performance groups; and they allowed for broad, composite types of activities. Major weaknesses in music programs in all types of schools were identified as isolation of music departments, limited liaison with community resources, and oversize classes. The conclusion is that music education programs in Pennsylvania will improve if they rely more heavily on arts specialists, coordinate with music and art efforts of the mass media, and encourage school/community interaction. (DB)

ED 174 552 SO 011 900

Zinn, Charles J. Willett, Edward F., Jr.

How Our Laws Are Made. 95th Congress, 1st Session, House of Representatives.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Report No.-House-259
Pub Date-78
Note-76p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock number 052-071-00547-1, $1.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Citizenship, *Federal Government, *Federal Legislation, *Government Role, Hearings, *Laws, Legislators, Postsecondary Education, Presidents, Secondary Education, Social Studies

A nontechnical outline of the Federal lawmaking process is presented, from the origin of an idea for a legislative proposal to its publication as a statute. Seventeen chapters comprise the document. Chapters I through VII examine the structure of the Congress, sources of legislation, forms of congressional action, committee processes, reported bills, and legislative reviews by standing committees. Joint, concurrent, and simple resolutions, committee and public hearings, proxy voting, and the contents, filing, and availability of reports and hearings are discussed. Chapters IX through XII consider calendars, obtaining consideration of measures, consideration, engrossment, and messages to the Senate. Specific topics include union, house, consent, and private calendars, special resolutions, motions to discharge a committee or to suspend rules, House action, quorum and roll calls, voting, pairing of members, and the system of lights and bells. Chapters XIII through XVII discuss Senate action, final action on an amended bill, enrollment, presidential action, and publication. Committee considerations, chamber procedure, conferences, the veto message, "slip laws" (the first official publication of the statute), statutes at large, and the United States code are examined. Samples of introduced print, reported print, a House committee report, an engrossed bill, and enrolled bill signed by the President, the slip law, a copy of an act which became law without presidential approval, and one which became law after a presidential veto are included. (KC)

ED 174 553 SO 011 901

Human Rights. Selected Documents, No. 5 (Revised). General Foreign Policy Series 310, Report No. 8961.

Bureau of Public Affairs (Dept. of State), Washington, D.C.

Pub Date-78

Note-64p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock no. 044-000-01713-0, $2.40)

Pub Type- Historical Materials (060) - Legal/Legislative/Regulatory Materials (090) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Beliefs, *Civil Rights, Cooperation, Disadvantaged Groups, Government Role, Historical Reviews, *Human Dignity, Individual Needs, *International Law, International Relations, Peace, Political Issues, Racial Discrimination, Social Discrimination, Social Influences, Socioeconomic Influences, *Treaties, World Affairs, World Problems

The booklet contains the text of eight selected documents on human rights. The documents are Excerpts from the UN Charter; Universal Declaration of Human Rights; Convention on the Prevention and Punishment of the Crime of Genocide; International Covenant on Economic, Social, and Cultural Rights; International Covenant on Civil and Political Rights; Optional Protocol to the International Covenant on Civil and Political Rights; and the American Convention on Human Rights. Each document is preceded by an introductory background statement which presents information on when and where the charter or declaration was signed, when it was accepted into U.S. law and practice, major objectives, and outstanding successes and failures of the treaties to date. The concluding section presents correspondence between President Carter, the Senate, and the Department of State regarding the treaties. (DB)

ED 174 554 SO 011 902

Options in Education Transcript: Education in China, One-Six''.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-73p.; Not available from EDRS in paper copy due to small type size of original document; Transcript programs number 188-193

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Comparative Education, Cultural Awareness, Cultural Differences, *Educational Objectives, *Educational Practice, Elementary Secondary Education, *English Instruction, Foreign Countries, Higher Education, Language Instruction, *Non Western Civilization, Student Attitudes, Teacher Attitudes, Teacher Education, Teacher Role

Identifiers-China

The booklet presents transcripts of six radio programs dealing with education in China. Part of the National Public Radio's series entitled Options in Education,'' the programs are based on a two-week tour of Chinese schools, colleges, libraries, and day care facilities by one of the radio show hosts. The first program offers insights into activities of children in a neighborhood day care center in Canton and contrasts environments of urban and rural schools throughout China. The second program focuses on reading, writing, and English language instruction of students in junior high schools throughout China. In the third program, students in an arts college are interviewed regarding their attitudes toward and familiarity with art and music from western nations. The fourth program describes English language proficiency of students in a Peking teacher training institution. Student attitudes toward the teaching profession are also discussed. The final two programs focus on preparation for Peking University entrance examinations, increasing emphasis on higher education, and on the interest of the Chinese people in studying foreign languages. (DB)

ED 174 555 SO 011 903

Scherer, Darlene Rasmussen, Karen, Ed.

The Hungarian-Americans of South Bend.

Indiana Univ., South Bend. Ethnic Heritage Studies Program.
Pub Date-Jun 75
Note-34p.; For related documents, see ED 117 025-027, SO 011 904, SO 011 906-907
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acculturation, *Cultural Awareness, Cultural Background, *Cultural Pluralism, *Ethnic Studies, Higher Education, Immigrants, Minority Groups, Refugees, Secondary Education, *Social Background, United States History
Identifiers-Ethnic Heritage Studies Program Act, *Hungarians, *Indiana (South Bend

Developed as part of an ethnic heritage studies program, this historical narrative of Hungarian Americans in South Bend, Indiana, is intended to increase cultural awareness and appreciation. The document is divided into three sections. Section I offers a brief history of Hungary and describes the background of the three emigrant groups: lower working class World War I refugees, upper-class professional displaced persons from World War II, and young urban upper-class Freedom Fighters of 1956. Section II discusses Hungarian American life and social development in South Bend, emphasizing differing values, social attitudes, economic opportunities, social conditions, and assimilation patterns for the three groups. The first group of immigrants established a Hungarian community based on Hungarian folk culture and festivals, churches, social clubs, political groups, benefit societies, and social centers. Later groups were more interested in rapid assimilation. Section III identifies major aspects of South Bend's Hungarian cultural heritage, including the family as a basic social and economic unit, the importance of land and home, and respect for hard work and self-reliance. A discussion of Hungarian food concludes the booklet. (CK)

ED 174 556 SO 011 905

Supplement. Multi-Ethnic Activities. Lower Elementary.

Indiana Univ., South Bend. Ethnic Heritage Studies Program.
Pub Date-75
Note-125p.; For related documents, see ED 117 025-027, SO 011 903-907; Not available from EDRS in paper copy due to light and broken print type of original document
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Concept Formation, *Cultural Awareness, *Cultural Pluralism, Elementary Education, Ethnic Origins, *Ethnic Studies, Group Discussion, Humanism, *Humanistic Education, Human Relations, Instructional Materials, *Learning Activities, Self Esteem, Teaching Methods
Identifiers-Ethnic Heritage Studies Program Act

Developed as part of an ethnic heritage studies program, this teacher's guide presents learning activities designed to facilitate an awareness of cultural pluralism for lower elementary students. Each activity is intended as part of a foundation for cultural understanding. Thirteen topics are covered: uniqueness of the child, contributions of other countries, uniqueness of families, basic biological needs, career development, contributions of ethnic groups, pluralism, personal experiences, ancestors, non-biological needs, respect, prejudice, and feelings. Suggested learning activities include group discussion, interviewing, story telling and story completion, recipes, letter writing, poetry, songs, bulletin boards, coloring and paper cutting activities, making a family tree, studying famous people, and puppet plays. It is organized so that each page can be removed and copied for classroom use. (CK)

ED 174 557 SO 011 906

Bibliography of Multi-Ethnic Materials.
Indiana Univ., South Bend. Ethnic Heritage Studies Program.
Pub Date-Jun 75
Note-181p.; For related documents, see ED 117 025-027, SO 011 903-904, and SO 011 907; Not available from EDRS in paper copy due to colored pages throughout original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Books, *Cultural Awareness, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Higher Education, *Resource Materials
Identifiers-Ethnic Heritage Studies Program Act

Developed as part of an ethnic heritage studies program, this bibliography lists materials pertaining to ethnic groups and cultural pluralism. The materials were developed between 1955 and 1975. The objective is to counteract misconceptions and encourage respect for different ethnic groups through the identification of culturally pluralistic curricular materials. The document is divided into eight sections; Afro-American, Hungarian, Italian, Mexican, Polish, and Native American, as well as multicultural materials and a section for other ethnic groups. Each section alphabetically lists and annotates materials in three subdivisions: bibliography, biography, history, and social interpretation; art, drama, fiction, literature, and music; and audiovisual materials such as films, filmstrips, records, games, and pictures. Some periodicals are included. Each section is color-coded to provide easy reference, and some of the materials intended for children are starred. No grade level is given in most cases. (CK)

ED 174 558 SO 011 907

Multi-Ethnic Resource Guide.

Indiana Univ., South Bend. Ethnic Heritage Studies Program.
Pub Date-Jun 75
Note-81p.; For related documents, see ED 117 025-027, and SO 011 903-904, and SO 011 906; Not available from EDRS in paper copy due to colored pages throughout original document
Pub Type- Guides - Classroom - Teacher (052) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Churches, *Community Resources, *Cultural Background, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Higher Education, Human Resources, Mass Media, Minority Groups, Organizations (Groups), Resource Materials
Identifiers-Ethnic Heritage Studies Program Act, *Indiana (South Bend)

Developed as part of an ethnic heritage studies program, the guide lists community cultural and ethnic resources in South Bend, Indiana. Resources include individuals willing to talk about their cultural heritage, ethnic organizations, churches, radio programs, holidays, and restaurants. The guide also includes annotated bibliographies relating to the various ethnic groups. The purpose of the guide is to help individuals identify persons willing to visit classes, schools, or special groups, and discuss aspects of their cultural heritage. The document is divided into two main sections. Section I lists resources for five ethnic groups: Afro-American, Hungarian, Italian, Mexican, and Polish American. An annotated list of resource persons with telephone numbers appears for each group, as well as lists of ethnic organizations and their addresses, churches including the pastor's name, radio programs and newspapers, short descriptions of holidays and festivals, and restaurants. One multicultural presentation is included. Section II supplements the bibliography (SO 011 906), annotating audiovisual materials, bibliographies, curriculum materials, books, and miscellaneous vertical file materials for each of the five groups, other ethnic groups, and multicultural materials. The document concludes with a compilation of documents produced by the Ethnic Heritage Studies Program and information collected about ethnic groups in South Bend. (CK)

Informal Reading Inventory (Module 4 ''Tips for Teachers''). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Inservice Teacher Education, *Instructional Materials, Learning Modules, *Reading Diagnosis, *Reading Level, *Special Education, Student Evaluation, Validated Programs, Word Recognition

The inservice teacher education program described is for the use of elementary special education teachers who wish to improve their diagnostic skills in assessing student instructional reading levels. Included in this informative report is an outline of the contents of the program and a description of the activities and resources involved. Ordering information and a critique of the program are provided. (JD)

ED 174 560 SP 013 842

Objective-Based Reading (Part of The Leadership Series in Individually Guided Education''). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Reading Comprehension, *Reading Instruction, Reading Skills, Validated Programs, Word Recognition

Identifiers-*Individually Guided Education

The described inservice teacher education program is designed for elementary school teachers interested in developing skills in teaching reading in an individually guided educational program. The scope and sequencing of topics in the program are outlined, and activities and resources are described. Ordering information for materials is provided, and a critique of the program is included. (JD)

ED 174 561 SP 013 845

Environmental Education. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Conservation Education, *Ecology, Elementary Secondary Education, *Environmental Education, *Inservice Teacher Education, *Instructional Materials, Natural Resources, Outdoor Education, Pollution, Population Education, Validated Programs, Water Pollution Control

The described inservice teacher education course is designed for elementary and secondary school teachers who wish to develop skills in developing and implementing environmental education programs. The contents of the course are outlined, and the activities and resources involved are described. Ordering information for materials is included, and a critique of the course is provided. (JD)

ED 174 562 SP 013 847

Teaching Geography in Social Studies. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Geographic Concepts, *Geography Instruction, Human Geography, *Inservice Teacher Education, *Instructional Materials, Social Studies, *Teaching Techniques, Validated Programs

The described inservice teacher education product is for the use of elementary and secondary school teachers who wish to develop a creative approach to the teaching of geography. The contents of the product are outlined, and the activities and resources involved in its use are described. Ordering information for materials is provided, and a critique of the product is included. (JD)

ED 174 563 SP 013 851

Experiences in the Metric System. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary Education, *Inservice Teacher Education, *Instructional Materials, *Metric System, *Teaching Techniques, Validated Programs

The teacher inservice education course described is designed for elementary school teachers planning to introduce their pupils to the use of the metric system. An outline of the contents of the course is given as well as a description of the activities involved. Ordering information for materials and a critique of the course are included. (JD)

ED 174 564 SP 013 852

Individually Guided Mathematics (Part of the Series Individually Guided Education''). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Mathematics Instruction, *Teaching Techniques, Validated Programs

Identifiers-*Individually Guided Education

The described inservice education course is for the use of elementary school teachers who wish to develop skills in initiating an individually guided mathematics program. The scope and sequencing of topics in the course are outlined, and activities and resources involved are described. Ordering information for materials is given, and a critique of the course is included. (JD)

Teaching Algebraic Expressions (Module 7 from the Florida Series on Mathematics Teaching Competencies). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algebra, *Inservice Teacher Education, *Instructional Materials, Intermediate Grades, Mathematical Concepts, *Mathematics Instruction, Skill Development, *Teaching Techniques, Validated Programs

The described inservice teacher education learning module is designed for middle school teachers who are interested in better understanding the relationships of algebraic expressions. The contents of the module are outlined and the activities and resources involved in its use are described. Ordering information for materials is included as well as a critique of the module. (JD)

ED 174 566 SP 013 900

A Decision-Making Model for Teaching the Handicapped (Module 8 ''Tips for Teachers''). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Planning, *Decision Making, *Diagnostic Teaching, Elementary Education, *Inservice Teacher Education, Instructional Materials, *Learning Modules, *Mainstreaming, Validated Programs

The described inservice teacher education learning module is designed for the use of elementary school teachers who wish to build their skills in using diagnostic assessment techniques to evaluate the instructional needs of exceptional children. The contents of the module are outlined, and activities and resources involved in its use are described. Ordering information for materials and a critique of the module are included. (JD)

ED 174 567 SP 013 903

Special Education Placement: Issues and Alternatives. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Handicapped Students, *Inservice Teacher Education, Learning Disabilities, Mental Retardation, *Special Education, Student Evaluation, *Student Placement, *Validated Programs

The described inservice teacher education materials are designed for the use of elementary and secondary school teachers who wish to build skills in the decision-making related to the issue of special placement of mentally handicapped students. An outline is given of the contents of the materials used as well as a description of activities and resources involved. Ordering information for the materials is provided, and a critique of the product is included. (JD)

Hearing-Impaired Formal Inservice (HI-FI) Program. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aurally Handicapped, Elementary Education, *Hard of Hearing, *Inservice Teacher Education, *Instructional Materials, *Mainstreaming, Validated Programs
Identifiers-Teaching Strategies

The described inservice teacher education program is designed for elementary school teachers who wish to develop skills in handling hearing impaired students who are mainstreamed into their classroom. The scope and sequencing of program topics is outlined. Activities and resources involved in the program are described. Ordering information for materials is provided, and a critique of the program is included (JD)

ED 174 589 SP 013 905

Improving Spelling Skills in Handicapped Learners: Why Isn't Fish Spelled "Ghoti?'' (From the Series "Tips for Teachers''). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Diagnostic Teaching, Elementary Secondary Education, Handicapped Students, *Inservice Teacher Education, *Learning Modules, *Remedial Instruction, *Special Education, *Spelling Instruction, Student Evaluation, Validated Programs

The described inservice teacher education module is designed for use by elementary and secondary school teachers who are interested in improving their skills in identifying and remediating students' spelling problems. The scope and sequencing of module topics are outlined, and the activities and resources involved in its use described. Ordering information for materials is given, and a critique of the module is included. (JD)

ED 174 570 SP 014 070

Activity Guide for Nutrition Education, Grades K-3.
Chula Vista City School District, Calif.
Pub Date-78
Note-68p.
Available from-Chula Vista City School District, 84 East J, Chula Vista, CA 92012 ($7.20)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Development, *Foods Instruction, *Health Education, *Learning Activities, Nutrition, *Nutrition Instruction, *Primary Education
Identifiers-Colorado Educ Network for Resource Enrichment

This activity guide for foods and nutrition education at the primary level is divided into two sections: lesson plans and resource materials. Five concepts are outlined in the lesson plan: food choices, factors influencing choices, consumer competencies, food related careers, and food protection. Each lesson plan provides information on objectives, learning experiences, resource materials, and extension areas. The appendices provide examples of the resource materials mentioned in the lesson plans. (DS)

ED 174 571 SP 014 119

Van Patten, James J.

Human Values and Educational Goals: Addressing the Cult of Efficiency.

Pub Date-79
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Community Attitudes, *Decision Making, Educational Attitudes, *Educational Objectives, Educational Philosophy, *Humanistic Education, Noninstructional Responsibility, Organizational Climate, Professional Personnel, *Teacher Role

Modern educational philosophy too often considers product-oriented efficiency the highest priority of the educational system, to the great detriment of the actual learning process. This situation could be altered by a shift in public and administrative attitudes towards the professional teacher. A more sympathetic approach to the problems of teaching and more realistic expectations regarding the teacher's influence on children in the wider social context are called for. Teachers should have more of a voice in the decisionmaking process. They should be given greater latitude in developing personal classroom techniques and should not be pressured into adopting either an innovative or a traditional style. Teachers must stop being the scapegoat for all of society's evils, as education must stop being the universal panacea. A more profound understanding of the teacher's role and responsibility will ultimately lead to a more profound understanding of education itself. (LH)

ED 174 572 SP 014 162

Cruickshank, Donald R.

Toward Identifying the Abilities of Teacher Educators.

Pub Date-77

Note-15p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Objectives, *Effective Teaching, Teacher Characteristics, Teacher Education, Teacher Education Curriculum, *Teacher Educator Education, *Teacher Educators, Teacher Evaluation

The question of how the abilities of teacher educators can be identified and what these abilities should be is addressed. The following five ways of identifying abilities are discussed: (1) performing a task analysis of what teacher educators do; (2) determining what effective classroom teachers do and preparing teacher educators to produce teachers who do those things; (3) determining what classroom teachers do in certain selected settings and preparing teacher educators who can produce teachers effective in those settings; (4) soliciting teacher educator abilities from teacher educators themselves; and (5) culling ideas about the education of teacher educators from theorists. The prime objective of this research is to produce teachers with abilities that will promote desired pupil outcomes. (JD)

ED 174 573 SP 014 176

Lumpkins, Bob G.
Prescriptive Inservice Education.
Pub Date-77
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diagnostic Teaching, *Improvement Programs, Individualized Programs, Informal Assessment, *Inservice Teacher Education, Interinstitutional Cooperation, *Skill Development, *Teacher Evaluation, Teaching Skills

A small percentage of teachers need an individualized inservice program designed according to diagnosed needs. Through the cooperative efforts of the school system and the university a model for delivering diagnostic-prescriptive inservice can be developed. Two essential components of the prescriptive inservice model are the inservice associate (consultant) and the inservice laboratory. Phase I of the proposed inservice program involves the assessment of teaching skills for a specified group of teachers and the designing of recommended prescriptive programs. Phase II focuses on the development and/or improvement of specified competencies, and Phase III involves the evaluation of each teacher's measurable progress. (Author)

James, Barry N.
Client-Centered Approach to Inservice Needs Assessment.
Pub Date-Feb 79
Note-7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 27-March 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Planning, Information Utilization, *Inservice Teacher Education, Interinstitutional Cooperation, *Needs Assessment, Participant Satisfaction, *Program Development, Research Utilization, Teacher Attitudes, *Teacher Participation

Steps taken by a university to develop a successful and meaningful inservice teacher education program for public school teachers are described. Development of this program involves cooperative effort from several different sources. Faculty members, as part of their teaching load, are assigned to educational support teams that help school districts identify needs and acquire resources. Faculty members also work with professional development centers in intermediate school districts. In addition, field-based, needs-based, inservice-oriented, master degree programs are developed cooperatively with participating teachers, university instructors, and school district personnel. The major emphasis in this program planning is on active participation at all stages of planning on the part of the school teachers who will benefit from the inservice courses designed for the program. (JD)

ED 174 575 SP 014 265

Affective Growth: Pupil and Teacher (Santa Cruz Bilingual Education Design. A Teacher Training System). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biculturalism, *Bilingual Education, *Cultural Awareness, *Inservice Teacher Education, *Instructional Materials, Self Concept, Social Values, *Student Teacher Relationship, Validated Programs

The described inservice teacher education materials are designed for teachers at all levels in bilingual classrooms who wish to develop childrens' interest in enhancing their awareness and ability to deal with cultural diversity. The contents of the modules used in this program are outlined, and activities and resources involved in their use are described. Ordering information for materials is provided, and a critique of the product is included. Materials are presented in both English and Spanish. (JD)

ED 174 576 SP 014 332

Home Study: Applying the Structured Tutoring Model to Teaching Reading Skills to Secondary Students. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-English Instruction, *Inservice Teacher Education, *Instructional Materials, *Peer Teaching, *Reading Skills, Secondary Education, *Tutoring, Validated Programs

The described inservice teacher education materials are for the use of both secondary school English teachers who are training tutors in reading and for lay tutors. An outline of the scope and sequencing of topics in the program is presented as well as a description of activities and resources involved in use of the materials. Ordering information is provided, and a critique of the product is included. (JD)

ED 174 577 SP 014 359

Keane, Frank J.

The Physical Educator as a Teacher-Counselor: A Systematic Process.

Note-10p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counseling, *Counselor Attitudes, Counselor Characteristics, *Counselor Role, *Helping Relationship, Listening Skills, *Problem Solving, Student Teacher Relationship, Teacher Attitudes

While the physical education teacher or coach is rarely a trained counselor, occasion may arise when he or she may be called upon to assume that role in relationship with a student. In this guide counseling techniques are discussed for the use of the teacher who is not formally trained in them and a brief list of specific "do's" and "don'ts" is provided. (JD)

ED 174 578 SP 014 395

Gensemer, Robert E.
Movement Education.
National Education Association, Washington, D.C.
Pub Date-79
Note-82p.
Available from-NEA Order Dept., The Academic Building, West Haven, CT 06516 (Stock #1823-0-00; $4.25)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Body Language, *Cognitive Processes, Human Body, *Individual Development, Motor Development, *Movement Education, *Perceptual Motor Coordination, *Perceptual Motor Learning, Physical Activities, *Physical Education, Psychomotor Skills

In this teaching guide, movement education is presented as a means for developing the inherent ties between mind and body and for increasing ties between the two. While it is designed for elementary and secondary physical education teachers, it may be used as a text at the college level. Examples of specific lessons, many of which require no special equipment, are provided. Lessons range from basic movement explorations suitable for young children to an introduction to the topspin serve in tennis. Teaching methods for this subject are presented. (JD)

Voltmer, Edward F. And Others

The Organization and Administration of Physical Education. Fifth Edition.

Pub Date 79
Note-480p.
Available from-Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($14.95)
Pub Type- Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Administrative Organization, *Administrative Principles, Administrator Responsibility, Athletics, *Educational Administration, Educational Finance, Educational Objectives, Health Education, Intramural Athletic Programs, Management Systems, *Organizational Theories, Personnel Management, *Physical Education, Physical Education Facilities, Program Administration, Program Evaluation, *Program Planning

Administrative theory and management, program organization, and administrative responsibility are the main topics of this text on administration of physical education. Intended for teachers as well as administrators, the book focuses on the following: (1) the nature and importance of administration; (2) management of personnel; (3) student leaders in physical education; (4) office management; (5) educational objectives; (6) the school program, including health education, intramural/recreational programs, and interschool athletics; (7) the physical education facilities and equipment; (8) budget making and finance; (9) legal liability for injury; (10) public relations in physical education; and (11) evaluation. Appendices provide additional information on methods of organizing competition, athletic field and court layouts, and duties of a physical education administrator. References are included. (DS)

ED 174 580 SP 014 444

Tiedt, Pamela L. Tiedt, Iris M.

Multicultural Teaching: A Handbook of Activities, Information, and Resources.

Pub Date-79

Note-353p.

Available from-Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($16.95)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Class Activities, Creative Teaching, Cultural Awareness, *Ethnic Groups, *Instructional Materials, Language Arts, *Multicultural Education, Self Concept, Social Relations, Student Attitudes, Teacher Role

Identifiers-*Teaching Strategies

This guidebook for teachers was developed to help classroom teachers at all levels and in all geographic locations to promote greater multicultural understanding in their students. Background information is provided on varieties of multicultural and bilingual education, and discussions are presented on language, dialects, and strategies for teaching controversial issues. Classroom activities are described for students of widely diverse ability and interests. Information is given on obtaining resource materials to use as teaching aides. Comprehensive coverage is given of all groups, including Blacks, Asiatics, Native Americans, Chicanos, Hispanics, Eastern and Western Europeans, East Indians, and Middle Easterners. (JD)

ED 174 581 SP 014 448

Instructional Management in the Bilingual Classroom - (Santa Cruz Bilingual Education Design - A Teacher Training System). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Class Management, Classroom Environment, Cognitive Style, Elementary Education, *Inservice Teacher Education, *Instructional Materials, Teacher Aides, Team Teaching, Validated Programs

Identifiers-Teaching Strategies

The described teacher inservice training materials are designed for the use of elementary teachers who wish to develop teaching strategies and organizational skills in bilingual classrooms. The contents of the learning modules in this instruction program are outlined, and the activities and resources involved in their use are described. Ordering information for the materials is provided. A critique of the overall program is included. (JD)

ED 174 582 SP 014 449

Baird, Kitty R.

Women in Physical Education and Sports at Centre College from 1880 to 1978.

Pub Date-78

Note-6p.

Pub Type- Reports - Descriptive (141) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Changing Attitudes, College Programs, Exercise (Physiology), *History, Intramural Athletic Programs, *Physical Education, Physical Fitness, *Program Descriptions, *Womens Athletics

This brief history of women's participation in college sports at Centre College in Danville, Kentucky, is divided into four sections. The first period prior to 1901 coincides with the later Victorian era. The second period from 1901 to 1926 includes the first World War and the passage of the 19th amendment. The years from 1926 to 1959 are spanned in the third period. A movement toward equality and opportunity in physical education and sports characterizes the fourth period from 1959 to 1978. Changing attitudes and philosophies about women's athletics are discussed within these time frames. (JD)

Batten, Margaret

Report of a National Evaluation of the Development Program.

Australian Council for Educational Research, Hawthorn.
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-Jan 79
Note-317p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Involvement, Comprehensive Programs, Developmental Programs, Elementary Secondary Education, Foreign Countries, Inservice Teacher Education, *National Programs, Needs Assessment, Professional Personnel, *Program Development, *Program Evaluation
Identifiers-Australia

In 1976 the Schools Commission (Australia) commenced a program of evaluation of its specific-purpose programs in order to obtain objective assessments of the impact of these programs and to determine ways in which they might be improved. One of the programs chosen for evaluation was the Development Program. This report discusses the design and significance of the Program itself, the implementation of Schools Commission emphases in the program, several school-centered teacher development projects, and the parameters and value of several long-term courses that emerged from the Program operation. Appendixes include material concerning: Commonwealth funding for Development Program purposes, teacher evaluation, inservice education, professional associations in Australia, the Southern Teachers Centre, the In-Depth Curriculum Studies Program, and the Townsville College of Advanced Education. A bibliographic reference section and data tables are also included. (LH)

ED 174 584 SP 014 467

European Information Centre of the Charles University for Further Education of Teachers. Information Review Series. Vol. 2, No. 1-2.

Pub Date-Nov 78
Note-243p.
Language-English; Czech
Pub Type- Collected Works - Serials (022) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Foreign Countries, Information Centers, *International Educational Exchange, *Professional Personnel, *Teacher Education
Identifiers-Denmark, France, Italy, Mexico, Poland, Sweden, United Kingdom

Newsletter EIC-FET'' is a periodical of the Information Review series published by the European Information Centre of the Charles University for Further Education of Teachers in Prague twice a year in Czech, English, and Russian. It carries communications on main events organized by the Centre and on significant activities in the field of further education of teachers in Europe. This issue includes material on three EIC-FET events. The subjects treated are: further education of teachers of handicapped youth; further education of teachers in the use of educational media; and preparation for the international colloquy.
The Teacher and the Science of Education.'' Teacher training programs in Czechoslovakia, the USSR, Poland, Sweden, the Netherlands, France, and Switzerland are discussed, and two international educational information systems are cited. A selective bibliography and a listing of new EIC-FET library acquisitions are appended. The text appears in both English and in Czech. (Author/LH)

ED 174 585 SP 014 472

Whetstone, B. D.

Teacher Certification in Alabama An Alternate View.

Pub Date-79
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Improvement, Performance Based Teacher Education, *State Boards of Education, *State Standards, *Teacher Certification, *Teacher Education, *Teacher Qualifications, Teaching Quality
Identifiers-Alabama

A critique is presented of the new teacher certification and program standards adopted by the State Board of Education of Alabama. The process by which these standards were developed is analyzed, and implications of developing these standards are examined. It is stated that the findings of two major studies of teacher education conducted in Alabama and current national research findings do not serve as a data base for the new teacher education and certification standards in the state. It is further pointed out that some of the specific criteria upon which the standards are based are contradictory to known research in teacher preparation. (JD)

ED 174 586 SP 014 477

Elementary Physical Education. Perceptual-Motor Resource Guide. Grades K-6.

Montgomery County Public Schools, Rockville, Md.
Pub Date-79
Note-78p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adapted Physical Education, *Diagnostic Tests, *Elementary Education, Individualized Instruction, Motor Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, *Physical Education, Psychomotor Skills, Remedial Instruction

This guide contains a motor development diagnostic survey for the use of elementary physical education teachers and classroom teachers. These tests enable teachers to identify specific perceptual motor problems of students. A description is given of activities to be used in establishing individualized instructional programs for remedial purposes. Specific perceptual motor activities included in this guide deal with these areas: body/object spatial relationships; gross motor coordination; directionality; eye-hand coordination; visual-motor coordination; laterality; midline; fine motor coordination; and balance. (JD)

ED 174 587 SP 014 478

Professional Preparation Directory for Elementary School Physical Education.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Pub Date-78

Note-57p.

Available from-AAHPERD Publication Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($3.00)

Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Curriculum, Elementary Education, *Physical Education, Professional Training, *Program Descriptions, Program Guides, *Teacher Education, *Undergraduate Study

Colleges offering a curriculum in undergraduate elementary school physical education programs are listed in this directory. Information includes number of enrollments, courses and credit hours, and names of the department personnel. (JD)

ED 174 588 SP 014 482

Ray, Marilyn
Sex-Role Stereotyping Is Taught in Public Schools.

Pub Date-79
Note-34p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Development, Curriculum, Elementary Secondary Education, Role Models, *Role Perception, *Sex Discrimination, *Sex Stereotypes, *Social Values, Student Behavior, *Teacher Attitudes, *Teacher Responsibility

From infancy on the child is surrounded with sex-based role expectations. The school system clarifies and reinforces these images through the male dominated administrative structure, the unbalanced distribution of attention in primary classroom situations, and the mainstreaming of males and females into gender-tagged curriculum programs. Sexism is a major operational principle pervading all facets of the American educational system. Sex-role stereotyping is present in both the social perception of educators themselves and in the instructional materials of which those educators make use. To combat these stereotypic categorizations, texts, readers, and programs such as English and mathematics must be stripped of their sex-based judgmental nuances. Teachers must make a positive effort to develop students' abilities regardless of gender, and physical education programs must be stressed and subsidized in an impartial manner. (LH)

ED 174 589 SP 014 487

Birdsall, Les And Others

A Framework for Building Effective, Comprehensive School Improvement and Staff Development Programs. A Process Model.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date-79
Note-34p.
Available from-Network for School Improvement, 926 J Street, Suite 1000, Sacramento, CA 95814 ($4.00)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Agents, Family School Relationship, Government School Relationship, *Improvement Programs, *Interinstitutional Cooperation, *Needs Assessment, Organization, Program Planning, School Community Relationship, *Staff Improvement

A process model is presented to provide an organized structure for improving schools and school staffs. In the model the school is the central focus, and it is seen in the context of related educational institutions, as part of a system that has interdependent parts. The components of this system are identified as: (1) the state; (2) the school district; (3) school personnel; (4) technical assistance and training resources available for school improvement; and (5) contributions possible from institutions of higher education. Within this outline process issues are explored; i.e., program initiation, development, implementation, and institutionalization. Collaborative and institutional issues are discussed. The components of a comprehensive improvement program are examined. (JD)

ED 174 590 SP 014 488

Hall, W. Dianne

Behavioral Self-Modification in Teacher Education.

Pub Date-77

Note-8p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education and Recreation (Seattle, Washington, 1977)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, *Behavior Patterns, *Change Strategies, Individual Development, *Motivation Techniques, *Self Actualization, Self Concept, Teacher Education

A mini-course was devised to aid physical education majors in modifying personal problem behaviors that could directly or indirectly have an impact on their teacher behavior. Relevant readings on the topics of behavior control and self-modification were provided. The subjects designed self-modification projects that involved the self-application of personally selected behavioral techniques after identifying specific goals. Emphasis was placed on teaching the participants broad-based behavior analysis skills that they could apply to a variety of problems. A table is included in this paper illustrating target behaviors selected, success in achieving goals, and participants' satisfaction with results. (JD)

ED 174 591 SP 014 489

Lerch, Harold A. Welch, Paula D.

The Women's Swimming Association of New York: The Golden Years, 1920-1940.

Pub Date-78
Note-7p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletes, *Athletic Programs, *History, *Organizations (Groups), Recreational Facilities, *Swimming, Womens Athletics

Two decades in the history of the Women's Swimming Association (WSA) of New York are recollected. The organizational structure of the Association is outlined as it developed and changed in its early years. The facilities built and maintained by the club are described. The accomplishments of club members over this period of years are delineated, with particular emphasis on Olympic competition. The decline and eventual demise of the organization is discussed. (JD)

ED 174 592 SP 014 490

Noble, Larry

Effects of Various Types of Situps on Integrated MAP's of the Abdominal Musculature.

Pub Date-78
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Exercise (Physiology), *Human Body, Measurement Techniques, Motor Reactions, *Muscular Strength, *Physical Fitness

The electrical activity of the abdominal muscles was tested during situps to determine the effect upon integrated muscle action potential (MAP). The following types of situps were used in testing 18 college males: (1) trunk curls; (2) AAHPER situp; (3) YMCA situp; (4) modified AAHPER situp; and (5) modified YMCA situp. All situps were performed with the fingers interlocked behind the head and with the knees bent. Findings indicated that altering the YMCA and AAHPER situps so that the feet are not anchored resulted in a significant reduction in MAP's of the abdominal musculature. Also, elimination of the hip flexion portion of the trunk curl situp resulted in diminished electrical activity of the external oblique muscles. (JD)

Way, Joyce W.

The Effects of Multiage Grouping on Achievement and Self-Concept.

State Univ. of New York, Cortland. Coll. at Cortland. Inst. for Experimentation in Teacher Education.
Pub Date-Apr 79
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Class Organization, *Elementary Education, Group Dynamics, *Grouping (Instructional Purposes), Mathematics, Participant Satisfaction, Reading, *Self Concept, Student Attitudes, Student Behavior, Study Skills

The effects of multi-age grouping on achievement and self-concept were studied. The achievement variables examined were reading and mathematics achievement as measured by the Stanford Achievement Tests. The Piers-Harris Children's Self-Concept Scale was used to measure self-concept. The groups studied consisted of single-age and multi-age classrooms of children in grades one through five. No significant differences were found between children in multi-age and single-age classrooms on any of the achievement measures. The multi-age classrooms had significantly higher mean scores on one of the six factors in the self-concept scale happiness and satisfaction. The multi-age classrooms had slightly but consistently higher mean scores on the other five factor scores and on the total self-concept score but the differences were not significant. (Author)

ED 174 594 SP 014 495

Forte, Imogene MacKenzie, Joy

The Teacher's Planning Pak and Guide to Individualized Instruction.

Pub Date-78
Note-180p.
Available from-Incentive Publications, Inc., P.O. Box 120189, Nashville, Tennessee 37212 ($6.95)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Class Activities, *Class Organization, *Elementary Education, *Individualized Instruction, *Lesson Plans, Performance Contracts, *Student Attitudes, Student Evaluation, Student Teacher Relationship, Teacher Evaluation, Textbooks

This book is for both elementary school teachers and students. Suggestions are provided for the teacher on ways to organize time, space, and materials with the emphasis on individualized instruction for the pupils. Materials for the students include activities and small questionnaires structured to reveal to the teacher each child's attitudes, likes, and dislikes. These materials may be reproduced for classroom use. (JD)

ED 174 595 SP 014 496

Shoup, Barbara J.

Living and Learning for Credit.

Pub Date-78

Note-123p.

Available from-Phi Delta Kappa, P. O. Box 789, Bloomington, Indiana ($4.95)

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Resources, *Educational Alternatives, Educational Programs, *Experiential Learning, *Field Experience Programs, Learning Experience, *Relevance (Education), *School Community Relationship, Secondary Education

The possibilities for community-based learning at the secondary level are discussed. Experiential learning opportunities are perceived as legitimate experiences occurring in nonschool settings that may serve as alternatives to formal curriculum or as means for augmenting classroom learning. Practical suggestions are made for the teacher who wishes to develop a learning program of this type. Community opportunities are explored with a discussion of methods for obtaining satisfactory results

purposes. (JD)

ED 174 596 SP 014 497

Cooper, Donald L.
Violence in Sports.
Pub Date-78
Note-14p.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression, *Anti Social Behavior, Athletes, *Athletics, *Negative Attitudes, Self Control, *Violence

Increasing violence in sports is deplored, and a warning is issued on an apparent trend toward antisocial behavior. Contact sports such as hockey and football are cited as typically engendering aggression among athletes, but spectator sports (boxing, car racing, basketball, and baseball) are also singled out as eliciting increasing violence on the part of the fans attending these events. Several specific incidents are described. (JD)

ED 174 597 SP 014 498

Manual for the Assessment of Teaching in Physical Education.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
Pub Date-Sep 78
Note-71p.; Prepared in collaboration with the Illinois Association for Professional Preparation in Health, Physical Education, and Recreation
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Effective Teaching, Elementary Secondary Education, *Parent Teacher Cooperation, Personality Assessment, *Physical Education, *Self Evaluation, Student Attitudes, *Student Evaluation of Teacher Performance, *Teacher Evaluation, Teacher Improvement

The questionnaires in this manual are designed to provide perceptions on effective teaching of physical education at the elementary and secondary school level. Response forms are included for the use of administrators, professional educators, students, community persons, and the individual teacher. The instruments are designed to allow for data comparisons between and among assessors and assessment of the teacher assessed, primarily for formative evaluation. (JD)

Wilson, Cindy C. Wallace, Bill C.

The Perceived Need for Home Health Care of the Elderly as Stated by Both the Elderly and Health Professionals.

Pub Date-79
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Health Services, Health Personnel, *Home Health Aides, *Medical Care Evaluation, *Needs Assessment, *Older Adults

The differences between what health professionals and the elderly perceive concerning the need for home health care were studied. Elderly persons were interviewed to ascertain their perceived needs while health professionals responded to a questionnaire. Preliminary analysis of the resulting data revealed that the most frequently perceived problems by the elderly were chronic health problems, lack of home assistance while ill, access to medical care, transportation, cost of health care, and lack of companionship. In contrast, health professionals identified physical disabilities, chronic health problems, cost of health care, food preparation ability, and transportation to receive health care as the primary needs of the elderly. It is suggested that on-going community health programs for the elderly be more sensitive to what these citizens actually need rather than what health professionals think they need. (JD)

ED 174 599 SP 014 501

Approaches to Mainstreaming, Units 1 and 2 (Teaching the Special Child in the Regular Classroom). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Management, Elementary Education, *Exceptional Child Education, Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Mainstreaming, Validated Programs

Identifiers-*Teaching Strategies

The described inservice teacher education program is for elementary school teachers who will be dealing with special children in their regular classroom. The scope and sequencing of topics in the program are outlined, and the activities and resources involved are described. Ordering information is provided. A critique of the program is included. (JD)

ED 174 600 SP 014 503

Keeping in Touch with Parents: The Teacher's Best Friend (Mainstreaming Training Series) 1977.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, Mainstreaming, Multimedia Instruction, Parent Participation, *Parent Teacher Cooperation, *Skill Development, Validated Programs

The inservice education learning module described here focuses on developing effective communication between parents and teachers with the intent of imparting knowledge and skills to teachers which help them to involve parents in the education of their children. The kit speaks to the problems of the special needs child but is designed to be useful for any parent-teacher conferencing. Additional information is provided on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 174 601 SP 014 506

Orlick, Terry

Winning Through Cooperation: Competitive Insanity Cooperative Alternatives.

Pub Date-78

Note-278p

Available from-Hawkins & Assoc. Inc., 729 Delaware Ave. S.W., Washington, D.C. 20024 (Hardback: $12.95; Paperback: $7.95)

Pub Type- Books (010) - Guides - General (050)

Document Not Available from EDRS.

Descriptors-Affective Behavior, *Aggression, Behavior Patterns, Childrens Games, *Competition, *Conditioned Response, *Cooperation, Emotional Development, Group Dynamics, Interpersonal Relationship, Social Attitudes, *Social Behavior

How games influence the psychological and social development of children is examined. It is pointed out that the current emphasis on competition and winning at all costs is harmful and that competition is not instinctive but a learned response to society's expectations. Other cultures such as the Eskimo and Chinese are presented as examples of noncompetitive societies in which the children learn cooperative behavior. The violence and aggression in such sports as football, volleyball, soccer, and baseball are deplored, and alternative games are described. (JD)

ED 174 602 SP 014 512

Morrissey, Marietta Gamso, Jeffrey M.
Pedagogical Theories: Problems and Possibilities.
Pub Date-78
Note-33p.; Paper presented at Meetings of the Southwestern Social Science Association (Houston, Texas, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Students, *Discussion (Teaching Technique), Educational Objectives, Educational Strategies, Effective Teaching, Higher Education, *Humanistic Education, *Institutional Characteristics, Learning Processes, *Lecture, *Socioeconomic Background, Student Attitudes, Teaching Styles

Three methods of teaching traditional lecture, Socratic, and radical humanist are examined as they are used at the college level of instruction. It is argued that these methods are based on teaching theories that differ from one another in terms of assumptions about the teacher-student relationship, the nature of knowledge and truth, the learning process, and the goals of higher education. The question is asked: Are these teaching theories differentially compatible with particular types of colleges and universities? On examination of institutions of higher learning based on parental income of students, evidence is produced that categories of schools, private colleges and universities, public colleges and universities, and two-year colleges, endorse different assumptions about teacher-student ties, knowledge and truth, learning processes, and educational goals. Some exceptions to this pattern are explored. (JD)

Sullivan, Roxanne L. And Others

Family and Schooling Influences on Children's Memory Development.

Spons Agency-Purdue Univ., Lafayette, Ind. Dept. of Child Development and Family Life.
Pub Date-79
Note-21p.; Paper presented at Annual Meeting of Association of Teacher Educators (Orlando, Florida, February 19-21, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Development, Learning Activities, *Learning Processes, *Memorizing, *Memory, Parent Role, *Preschool Learning, Primary Education, *Recall (Psychological), Teacher Role

Thirty-two parent couples participated in this investigation to determine whether learning patterns established in the home environment significantly affect a child's later cognitive development in traditionally school-taught subjects. This research report outlines the methodology used in the study, explains the operational criteria for the four different kinds of knowledge considered, and tabulates the results of the experiment by means of percentage statistics. The differences between teacher-initiated and parent-initiated memory training techniques are discussed. The study concludes that preschool children have little exposure to mnemonic study techniques (even though the majority of parents feel that the formation of memorization skills should take place prior to school enrollment), and that the small amount of training that they do receive has a negligible effect on later memory performance. (LH)

ED 174 604 SP 014 526

Knappen, Lucy B.

The Teacher as Co-Investigator in Research on Teaching.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Programs, *Educational Research, *Research and Development Centers, Research Projects, *Teacher Participation, *Teamwork

The role of co-investigator, in which the teacher leaves the classroom for half a day to work on a selected research project, is delineated. Teacher collaborators become involved as active participants with professional researchers in all phases of the research project in progress. The issues involved in collaboration, including the characteristics of teacher co-investigators, procedures for selecting them, training of teachers and researchers, and the duration of a given collaborative effort are discussed. (JD)

ED 174 605 SP 014 535

Handbook of Diffusion Tactics.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 75

Grant-OEG-0-74-8757

Note-142p.

Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adoption (Ideas), *Creative Teaching, *Diffusion, *Educational Innovation, Experimental Teaching, Information Dissemination, Professional Personnel, Program Development, *Teaching Methods, Validated Programs

Identifiers-*Massachusetts Diffusion Assistance Project, *National Diffusion Network, National Diffusion Network Programs

As the second of three products designed to assess the interim performance of the U.S. Office of Education's National Diffusion Network, this booklet contains over 160 descriptions of tactics, techniques, and ideas related to innovative education. The descriptions are one-sentence portraitures of various terminal and ongoing educational projects. Personnel from the Massachusetts Diffusion Assistance Project have gathered research data from a standard input form that was distributed to facilitator projects throughout the state of Massachusetts. Resultant information was divided into the six categories of Dissemination/Awareness, Demonstration/Interest, Training/Assessment, Trial, Installation/Adoption, and Institutionalization/Integration. These divisions are repeated in the organization of the report. Minimal but pertinent information, structured around these six concepts, is provided in separate project description sections. The Handbook includes a listing of the 77 facilitator projects currently operative in Massachusetts. Information concerning the report is available from the executive director. (LH)

Taylor, Nancy, Ed.

Program Validation: Four Case Studies. A Brief Report on Four Projects and Their Experiences Before the Joint Dissemination Review Panel.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-90p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Finance, Educational Programs, Elementary Education, *Eligibility, Endowment Funds, Exceptional Child Education, *Federal Aid, Financial Support, Learning Disabilities, Preschool Education, *Program Validation

Identifiers-*Joint Dissemination Review Panel, National Diffusion Network Programs

In an effort to clearly illustrate the most effective approach when seeking Joint Dissemination Review Panel (JDRP) validation, this report describes four different educational programs. A program involving prekindergarten special students, and a project entailing a systems approach for disadvantaged elementary school students, were awarded validation. The other two programs were not. As a result, the Early Childhood Center (Ashland, Massachusetts) is no longer in existence; however, the U-SAIL project in Utah revised its presentation to JDRP, was awarded funding, and is currently an operative program. These four case studies provide step-by-step instruction in establishing eligibility for federal funding via JDRP. In addition to financial support, validation ensures a high profile on the national educational scene. This further benefit is also explored through the case studies. A listing of the members of the JDRP, a project application form, fact sheets on the four case studies, regulations of the National Diffusion Network, a list of the State Facilitator Projects, 1977-78, and a list of Development-Demonstrator Projects, 1977-78, are all appended. (LH)

ED 174 607 SP 014 539

Bucci, John

Teaching Inservice Courses in the Field. Some Guidelines for College Faculty.

Pub Date- 79
Note-7p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Credits, *College Faculty, *Field Instruction, *Group Dynamics, Group Instruction, *Inservice Teacher Education, Interaction Process Analysis, *Teaching Techniques

Guidelines are offered for college professors conducting a college course for credit to a group of teachers on-site in their school. The problems implicit in this situation are pointed out, and specific recommendations are made for overcoming them. (JD)

ED 174 608 SP 014 540

Miller, Lynne

Staff Development for University Personnel: A Field Based Instructor's Perspective.

Note-10p.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, *College High School Cooperation, Higher Education, *Inservice Teacher Education, Interaction, *Interinstitutional Cooperation, *Program Coordination, Role Conflict, Teacher Improvement

A description is given of the responsibilities of a college professor based in a public high school serving as director of inservice teacher education in cooperation with the university that grants credits for courses offered in the program. Some of the problems involved in forging an alliance between the school and the university are discussed. A common problem is one of handling the logistics of different calendars for the two institutions and in enlisting help from other college faculty at times that may not suit the convenience of any of the program participants. Differing attitudes toward priorities on the part of the participants also presents a problem for the liaison officer: university faculty are inclined toward theoretical thought and are interested in research and publication; high school faculty are oriented toward problem solving and practical solutions to immediate situations. Some possible solutions for these problems are offered. (JD)

ED 174 609 SP 014 552

Handleman, Chester

Reevaluating Educational Standards.

Pub Date-Jun 79

Note-15p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Academic Standards, Class Management, *Discipline Problems, *Educational Innovation, Educational Philosophy, Evaluative Thinking, *Grading, Public Schools, Teaching Methods

A critical look is taken at the standards and philosophy current in the public schools. The continuing trend of permissiveness at all levels is deplored as producing young people who are unable to function literately after their schooling is finished. It is pointed out that teaching innovations over the past years have resulted in increased disruptive behavior in the classroom and that grade inflation results in an alarming decline in academic standards. (JD)

ED 174 810 SP 014 555

System V: Consumer Education Inservice Program. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consumer Education, *Inservice Teacher Education, *Learning Modules, *Multimedia Instruction, *Preservice Education, Secondary Education, *Teaching Methods, Teaching Techniques, Validated Programs

As a description of a module series system that utilizes the subject of consumer education to illustrate five specific tearhing methods/strategies/techniques, information concerning the purposes, goals, and objectives of the program, the scope and sequencing of the modules, the material dealt with in the accompanying audiovisual aids, and the activities and resources involved in the use of the program is provided. Ordering information and costs listings are also included, and a brief history of the development of the program and a critique are attached. (LH)

ED 174 611 SP 014 556

Star Power: Providing for the Gifted and Talented. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autoinstructional Aids, Children, *Elementary Education, *Gifted, Handicapped, Higher Education, *Inservice Teacher Education, Learning Modules, Validated Programs

As a description of a self-instructional module course designed to improve educators' knowledge and skill in instructing gifted and talented children, information is provided concerning the purposes, goals, and objectives of the course, the scope and sequencing of the course modules, the activities and resources involved in the effective use of the course, and a means of evaluation of the educators' progress through the course material. Ordering information, costs, a brief history of the development of the course, and a describer critique are also included. (LH)

ED 174 612 SP 014 557

Project Me (Early Childhood Education for the Handicapped (ECE-H)). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Diagnostic Teaching, *Early Childhood Education, *Inservice Teacher Education, Learning Modules, Parent School Relationship, *Physically Handicapped, Self Concept, Severely Handicapped, *Validated Programs
Identifiers-*Teaching Strategies

The described learning modules are designed for the use of early childhood education teachers who serve mildly, moderately, and profoundly handicapped children from the ages of three to five. The scope and sequencing of module topics is outlined, and a description is given of activities and resources involved in their use. Ordering information for materials is provided, and a critique of the module is included. (JD)

ED 174 613 SP 014 558

Secrets for Survival: The Training Program for Teachers of the Severely/Profoundly Handicapped (S/PH). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Contract-400-76-0091

Note-8p

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Autoinstructional Aids, Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, Learning Modules, *Severely Handicapped, *Teacher Improvement, Validated Programs

As a description of a ``survival kit'' for teachers confronted with the instruction of severely/profoundly handicapped children, complete information with regard to purposes of the kit, printed and audiovisual contents, scope and sequencing of topics for the six training modules, and activities and resources involved in the use of the kit is provided. Materials designed for the evaluation of teacher inservice learning are mentioned. Ordering information, a brief history of the kit's development, and a describer critique are included. (LH)

ED 174 614 SP 014 559

Approaches to Reading. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Language Experience Approach, Linguistics, Multisensory Learning, Phonics, Reading, *Reading Instruction, Sight Method, *Teaching Methods, Validated Programs

The instructional materials for inservice teacher education that are described here focus on five different approaches to teaching reading phonetics, multisensory, linguistic, language experience, and sight. The program stresses that no one approach is best for all children. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 174 615 SP 014 560

Motivation in Learning: A Multimedia Program. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-6 Mar 79

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids, *Inservice Teacher Education, Learning Modules, Multimedia Instruction, *Student Attitudes, *Student Motivation, Teacher Attitudes, *Teacher Influence, Validated Programs

As a description of a program package designed to enhance the educator's ability to positively influence students' learning motivation, information is provided concerning the purpose and the operational structure of the course, the scope and sequencing of the program's printed and audiovisual material, and the activities and resources involved in the use of the program package. Also included are ordering information, a brief history of the development of the program, and a describer's critique. (LH)

ED 174 616 SP 014 561

ABC's for Teachers: An Inservice Training Program in Behavior Modification. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, *Inservice Teacher Education, *Instructional Aids, *Student Behavior, Validated Programs

As a description of a program designed to utilize practical methods of behavior modification in normal classroom situations, information with regard to the ten-week program's purposes and objectives, the contents of the suggested textbook, the activities and resources involved in the use of the course, and a means of evaluating the inservice teacher/trainee is provided. Ordering information, a brief history of the course, and a describer critique are included. (LH)

ED 174 617 SP 014 566

Carey, Lou M. Massey, Sara R.

Planning Jointly for Classroom Research.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.; New England Teacher Corps Network, Portsmouth, N.H.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date- 79

Note-26p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Research, *Cooperative Planning, *Educational Research, *Project Applications, *Research Projects, *Research Proposals, Teamwork

A format is drawn for planning, writing, and assessing a collaborative research proposal. A description is given of the essential sections of a research proposal, and a brief explanation of each is provided. A suggested evaluation procedure is included to use for evaluating and ranking each proposal against established, published standards. These standards are pointed out as useful as proposal development guidelines. A proposal format is included with an informative outline for the contents of each page. (JD)

ED 174 618 SP 014 571

Buffie, Edward G.

1977 Graduates of the Block Program (One Option for Undergraduate Elementary Majors), School of Education, Indiana University, Bloomington.

Pub Date-May 78

Note-24p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Change, Educational Assessment, Elementary School Teachers, *Field Experience Programs, *Followup Studies, *Job Placement, Job Search Methods, Occupational Surveys, *Program Evaluation, *Teacher Education, *Teacher Employment, Team Teaching

A follow-up study was conducted to determine the professional status of education majors who participated in an optional training program in the first semester of their junior year or the first semester of their senior year in college. The Block Program is oriented toward actual field experience in public school using the team approach to instruction. The purpose of this study was to determine the effectiveness of the program and examine possible areas of change. A questionnaire submitted to former participants sought the following information: (1) What kind of teaching roles did the students assume? (2) At what level do the students teach? (3) What means did the students use to get jobs? and (4) If students did not get teaching positions, what alternative choices did they make? Results of the questionnaire response are presented in tabular form, and a discussion is presented on the overall value of the program and possible improvements that may be made. (JD)

ED 174 619 SP 014 614

Gliessman, David And Others

The Concept Acquisition Model in the Development of Teaching Skills.

Pub Date-Apr 79

Note-23p.; Revision of a paper prepared for the annual meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *Concept Formation, Films, Instructional Programs, *Microteaching, Multimedia Instruction, *Observational Learning, *Skill Development, Tape Recordings, Teacher Behavior, *Teacher Education, Teaching Skills, Video Cassette Systems

The paper defines and assesses a concept acquisition model for describing the behavior processes through which conceptual-observational instruction influences teaching behavior. This model is contrasted with two other views of the relationship between this mode of instruction and performance: an imitative behavior model and a behavior labeling model. Results of empirical studies are cited, and data are presented that support and provide evidence on assumptions central to the concept acquisition model. Hypotheses suggested by the model are applied to teacher education, and research problems are identified that would provide further tests of the model. (Author)

ED 174 620 SP 014 624

Shalaway, Linda And Others

Teachers Attaining New Roles in Research: A Challenge to the Education Community. Conference Series No. 4.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-76-0073
Note-52p.; Conference on Michigan State University's Institute for Research on Teaching (East Lansing, Michigan, February 10, 1978)
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing MI 48824 ($3.50)
Pub Type- Collected Works - Proceedings (021) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Policy, *Educational Research, Information Dissemination, Noninstructional Responsibility, *Program Design, Program Development, Public School Teachers, *Teacher Participation, *Teacher Role

The Michigan State University Institute for Research on Teaching, an aggregate of public school teachers and full-time investigative personnel, came under review by a one-day conference of teachers, teacher organization representatives, educational researchers, and state and federal government officials. Discussion topics that arose from the Institute's operations and that were debated were primarily concerned with the currently abbreviated role the inservice teacher plays in educational research and policy-making. It was the concensus of the conference that teachers be utilized as research investigators. The exact duration and nature of this noninstructional role, and a design for the implementation of a large-scale collaborative system involving teachers and researchers, were included in the conference proceedings. The importance of teacher inclusion in decision-making processes was also discussed. The report of the conference includes six bibliographic references, a list of available documents relevant to the discussed issues, and a listing of the invited participants in the February 1978 conference. (LH)

ED 174 621 SP 014 720

Martin, Jeanne And Others
The Unit of Analysis Problem in Teacher Effectiveness Research.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-NIE-C-74-0089
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, *Effective Teaching, *Evaluation Methods, Primary Education, Research Criteria, *Statistical Analysis, Student Teacher Relationship, *Teacher Evaluation, *Teaching Methods

Although teacher effectiveness research has to date been primarily concerned with class level statistics, valuable information regarding a teacher's proficiency can be gleaned from the analysis of within class data. The relationships between teacher behavior and student achievement vary at the differing levels of analysis. Nine variable patterns of teacher behavior yield alternative response on more than three categorical levels: students within reading groups; reading groups within classes; and classes. Cross-group study of these levels, when compared with in-group study, provides information concerning not only the competency of the individual teacher but also the relativity of the individual student's achievement level to that student's social group. A synthesis of the two types of statistical analysis is necessary to obtain a comprehensive view of the dynamism between student-teacher interaction and student achievement. (LH)

ED 174 622 TM 007 363

Hoepfner, Ralph And Others

National Priorities for Elementary Education. CSE Monograph Series in Evaluation. Volume 2.

California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date-73

Note-82p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes, *Educational Needs, *Educational Objectives, Elementary Education, *Elementary School Curriculum, Elementary School Teachers, Evaluation Methods, *National Surveys, *Needs Assessment, Parent Attitudes, Principals, Q Sort, *School Surveys, Taxonomy, Teacher Attitudes

This monograph presents the results of the field testing of the Elementary School Evaluation KIT: Needs Assessment. The KIT, which is designed to facilitate the determination of goal priorities for an elementary school, provides a school principal with a rationale and specific techniques and materials for conducting a needs assessment of his or her own school. The monograph is set forth in four chapters. Chapter 1 examines educational needs assessment and describes the approach used to establish needs and priorities. Chapter 2, which describes the rationale and development of the goal taxonomy, also discusses how these goals were rated by a national sample and the composition of the sample. Chapter 3 examines the findings of the national survey of priorities for elementary goals and discusses the areas of similarity and divergence among the distinct rating groups comprising the sample. Chapter 4 suggests some implications that emerged in terms of the methodology described and the findings it yielded. The sample is large, comprises several diverse rating groups, and has broad geographic and socioeconomic representation. The data suggest some national priorities for elementary education, and should interest those concerned with how such priorities are established and the form they assume. (Author/RD)

ED 174 823 TM 007 473

McGregor, John D.

A Comparison of White's and Walbesser's Learning Hierarchy Validation Techniques.

Pub Date-Mar 78

Note-16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Williamsburg, Virginia, March 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, Curriculum Planning, Intermediate Grades, *Learning Modules, Learning Readiness, Learning Theories, *Models, *Organization, Programed Materials, *Sequential Learning, *Validity

Identifiers-Gagne (Robert M), *Learning Hierarchies

An instructional program based on a learning hierarchy and involving the addition of fractions was presented to fourth grade students in a pretest - posttest design. The results of the tests were analyzed using both Walbesser's and White's techniques for validation. There was sufficient disagreement in the results to prevent a conclusion of equivalency of the two methods. Attempts to explain the disagreements did not provide sufficient evidence to disregard these differences. However, a brief comparison of one of Walbesser's ratios and White's statistics did show an interesting similarity, suggesting that a planned comparison might give statistical support to a cutoff score for the consistency ratio. Walbesser's procedure, with this statistical foundation, could provide superior information concerning both the hierarchical nature of the connection, and the quality of the learning program. (Author/RD)

Wood, Carolyn J. Fiedler, Martha L.

Conjoint Use of Inductive and Deductive Research Methodologies: Validating a Participant Observation Study.

Pub Date-Mar 78
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Objectives, *Behavior Rating Scales, *Educational Research, Elementary Education, Elementary School Teachers, Group Dynamics, *Group Relations, *Observation, Principals, *Research Methodology, *Teacher Administrator Relationship, Validity
Identifiers-Hit Steer Observation System, *Participant Observation, Qualitative Research

A system of interaction analysis, the Hit-Steer Observation System, was used to characterize interaction patterns of groups of teachers and principals. Evidence for an asymmetrically contingent pattern of interaction between the principals and teachers was provided by findings that principals made more verbalizations than teachers, as well as more influence attempts and directing attempts. They also refused to comply with others' influence attempts proportionately more than the teachers. When the number of verbalizations were held constant, however, the pattern of interaction of the two groups was similar. The results of coding the verbal interaction with this system illustrated the complimentary roles of qualitative and quantitative approaches to educational research. The hypothesis developed from the findings of a qualitative study of the educational task group was tested by a theory-based quantitative procedure, which provided support for the validity of the qualitative study findings. Joint use of these methodologies yielded a richer understanding of the data than either would have yielded alone. (RD)

ED 174 625 TM 008 176

Goodrich, Robert L.

Stochastic Models of Human Growth.

Abt Associates, Inc. Cambridge, Mass.
Pub Date-Mar 78
Note-177p.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Child Development, *Cognitive Measurement, Day Care Services, *Intellectual Development, Intelligence Quotient, Intelligence Tests, *Longitudinal Studies, *Mathematical Models, Predictive Measurement, *Research Methodology, Research Reviews (Publications), Statistical Studies
Identifiers-*Fels Longitudinal Programs, *National Day Care Study

Stochastic difference equations of the Box-Jenkins form provide an adequate family of models on which to base the stochastic theory of human growth processes, but conventional time series identification methods do not apply to available data sets. A method to identify structure and parameters of stochastic difference equation models of human growth is presented. The practicality of the method is demonstrated in two applications to human growth data. The data sets are: (1) IQ data for 80 subjects over a period of 14 years, from the Fels Institute Longitudinal Sample. (2) Preschool readiness test data for 110 subjects over a period of two years, from the National Day Care Center (NDCS) Longitudinal Sample. Applicability of stochastic system theory to cognitive growth problems is established. In the Fels data, the existence of a stochastic component to growth is demonstrated. The findings support the psychological hypothesis that IQ is, not as much a stable human trait as it is a dynamic phenomenon that exhibits real, persistent changes in response to changing environments. An upper bound to heritability'' of IQ in the Fels population was computed; it is substantially lower than other figures quoted in the literature. (Author/RD)

ED 174 626 TM 008 350

Reynolds, Cecil R. Richmond, Bert O.

Factor Structure and Construct Validity of What I Think and Feel'': The Revised Children's Manifest Anxiety Scale.

Pub Date-Aug 78

Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28 - September 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, Elementary Secondary Education, *Factor Structure, Individual Characteristics, *Personality Tests, *Test Construction, *Test Validity

Identifiers-*Childrens Manifest Anxiety Scale, Construct Validity, *What I Think and Feel

The factor structure, and thereby the underlying construct of the What I Think and Feel Test (WITF) was determined. The delineation of subscales of anxiety within this revision of the Children's Manifest Anxiety Scale was significant, since anxiety is a multidimensional characteristic. Responses of 329 children (grades 1-12) to the 28 anxiety items of the WITF were factor analyzed through principal factoring with interactions; oblique and orthogonal rotations were performed. A principal components solution was also obtained. The three factor varimax solution was retained as the most psychologically and statistically sound factorial solution. Consistent with current multidimensional theories of anxiety, three primary anxiety factors emerged which provided support for the construct validity of the new scale: (1) physiological manifestations of anxiety; (2) worry and oversensitivity; and (3) fear and difficulty in concentrating. (Implications for test interpretation are discussed). (RD)

ED 174 827 TM 008 428

Scheuneman, Janice
Ethnic Group Bias in Intelligence Test Items.
Pub Date-Mar 78
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ability Grouping, Black Students, Caucasian Students, Elementary Secondary Education, *Ethnic Groups, Group Intelligence Testing, Intelligence, Intelligence Differences, *Intelligence Tests, Item Analysis, Mexican Americans, Racial Differences, *Racial Discrimination, *Test Bias, *Test Items
Identifiers-Jensen (Arthur R), *Otis Lennon Mental Ability Test

In previous studies of ethnic group bias in intelligence test items, the question of bias has been confounded with ability differences between the ethnic group samples compared. The present study is based on a conditional probability model in which an unbiased item is defined as one where the probability of a correct response to an item is the same for all persons of a given ability level regardless of that person's ethnic group background. Using this definition and the chi square procedure for isolating biased items developed by Scheuneman, a large pool of group-administered intelligence test items were examined for ethnic group bias using samples of whites, blacks, and Mexican-Americans. When assessed at grades 8-9, 68 out of 480 items were found to be biased. At grades 11-12, 79 out of 240 items appeared to be biased. In examining the direction of bias, clear evidence of bias against blacks, but no evidence of bias against Mexican-Americans was found. At both levels, the highest proportion of biased items was among the verbal analogy items and letter and figural series completion items. (Author/RD)

ED 174 628 TM 008 437

Morris, John D. Arrant, David

Behavior Ratings of Emotionally Disturbed Children By Teachers, Parents, and School Psychologists.

Pub Date-28 Mar 78

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Problems, *Behavior Rating Scales, Check Lists, Educational Diagnosis, Elementary Education, *Emotionally Disturbed Children, *Parent Attitudes, *School Psychologists, Severely Handicapped, Student Behavior, *Teacher Attitudes, *Test Reliability

Identifiers-Referral Checklist (Huberty Quirk and Swan)

Emotional disturbance was rated by teachers, parents, and the school psychologist for a group of 104 children diagnosed as severely emotionally disturbed; black and white as well as male and female students were included. Teachers were found significantly more severe in their judgments than the school psychologist on the behavior and socialization scales of the Referral Checklist, but not on communication. The teacher rating profile was also found to deviate from parallelness from the other raters with increased severity in the behavior scale. None of the nine correlations between judges on the same scales were significant. The results suggest a reappraisal of the referral process. Since the severely emotionally disturbed group of children is probably composed of multiple clinically diagnosed groups, multiple psychological profiles may need to be considered in diagnosis. If there is little agreement on the theory of what an emotionally disturbed child is, little relationship would exist between judges' ratings of actual emotionally disturbed children. (Author/RD)

Dirlam, David Byrne, Maureen

Standardized Developmental Ratings.

Pub Date-Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Stages, *Developmental Tasks, *Discourse Analysis, Educational Diagnosis, Elementary Education, Elementary School Teachers, *Freehand Drawing, Language Development, Reliability, Standardized Tests, Story Telling, Student Evaluation, *Teacher Attitudes, *Test Construction

The feasibility of standardized assessment of features of children's organization of knowledge and the demonstration of differences in organization between stages of development were investigated. It was possible to standardize developmentally derived instruments, in the same way as empirically derived tests because such evaluations concern the changing organization of knowledge, rather than content. Drawings and stories were collected from school age children and rated by five teachers trained in an analytic procedure based on Lowenfeld's theory for drawing and Moffett's theory for discourse. It was demonstrated that standardized developmental ratings (SDR) could be done with a high degree of reliability. It was concluded that SDR's could assist teachers in determining a child's developmental level and in detecting when the child made the transition to a subsequent stage of development. (RD)

ED 174 630 TM 008 478

Sigel, Irving E.
A Developmental Perspective in Evaluating Educational Programs.
Pub Date-Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1798)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, Cognitive Measurement, *Developmental Psychology, Developmental Stages, Educational Research, Educational Testing, Evaluation Methods, Longitudinal Studies, Preschool Education, Preschool Programs, *Program Evaluation, Psychometrics, *Reliability, Research Needs, *Student School Relationship, Test Construction, *Testing Problems, Test Interpretation, Validity

This paper provides a theoretical discussion of educational program evaluation. Psychometric theory and developmental psychology are compared as they pertain to the testing of children. The nature of change in childhood makes it necessary to examine the assumptions and goals related to the testing of children as a means of evaluating educational programs. Specific issues considered include: test validity and reliability, test content, structure or subject variables, the role of environmental situation in children's behavior or test performance, and longitudinal issues. The evaluation of a preschool program is described to illustrate various evaluation issues. (RD)

ED 174 631 TM 008 561

Spiller, Leroy J. Hall, Gerald L.

Reading Tests as Predictors of Academic Success in Community College English Courses (POL).

Pub Date-30 Mar 78
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, Correlation, *Educational Diagnosis, *English Instruction, Grade Point Average, *Grade Prediction, Junior Colleges, Language Ability, *Predictive Ability (Testing), *Reading Tests
Identifiers-Nelson Denny Reading Test

The Nelson-Denny Reading Test was administered to 525 community college students in English courses to determine the relationship between reading test scores, success in English courses, and overall grade point average (GPA) and to examine how expectancy charts could be used to predict which students were likely to experience academic difficulty. Small but significant positive correlations were obtained between reading test scores and grades received in English courses. The reading scores were more highly correlated with cumulative and fall semester GPA than with English course grades. In addition, high school GPA was more highly related to cumulative GPA and fall semester GPA than it was to grades received in English courses. Results from expectancy tables indicated that a reading survey test might have some use in detecting students who may have academic difficulty due to low reading achievement. The results will be used to determine needs and supplemental services for students rather than for screening. If instructors advise students about the success of other students with similar reading achievement levels, students will be able to make better informed choices concerning course selection and support services. (RD)

ED 174 632 TM 008 807

Okun, Morris A. And Others

Adult Age Differences in Cognitive Tempo.

Arizona State Univ., Tempe. Dept. of Higher and Adult Education.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-Apr 79
Grant-NIH-1-R23-AG0078-01
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) -- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Age Differences, Cognitive Development, *Conceptual Tempo, Higher Education, High School Graduates, Individual Characteristics, Sex Differences, *Test Reliability, *Test Validity, *Verbal Ability, Vocabulary, Young Adults
Identifiers-*Matching Familiar Figures Test (Kagan)

The internal consistency reliability and discriminant validity of the adult version of the Matching Familiar Figures Test (MFF) were determined for a sample spanning adulthood; age and sex differences were also investigated. Sixty-three men and 63 women ranging from 18 to 78 years of age, with at least 12 years of schooling, were administered Kagan's MFF and the vocabulary subtest of the Wechsler Adult Intelligence Scale (WAIS). While internal consistency reliability was high for the latency scores, it was only moderate for the error scores. As expected, error and latency scores were strongly related and were orthogonal to verbal ability. Results of a multivariate analysis of variance and follow up analyses indicated that older adults had significantly longer latencies than middle-aged and younger adults. Reflectivity in older adults was suggested to be part of a general pattern of slowing down in both cognitive and pscyhomotor activities. Therefore, further research aimed at modifying the cognitive tempo of young, middle-aged, and older adults was advocated. However, such research must be preceded by revision of the adult version of the MFF so that it is more reliable. (Author/RD)

ED 174 633 TM 008 948

Gustafsson, Jan-Eric Lindstrom, Berner

Analyzing ATI Data By Structural Analysis of Covariance Matrices.

Goteborg Univ., Molndal (Sweden). Inst. of Education.

Spons Agency-National Swedish Board of Education, Stockholm.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date-Apr 79

Note-64p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Available from-Institute of Education, University of Goteborg, Fack, S-431 20 Molndal, Sweden

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Analysis of Covariance, *Aptitude, Classroom Research, Computer Programs, *Mathematical Models, *Multiple Regression Analysis, *Research Design

Identifiers-*Aptitude Treatment Interaction, *LISREL Computer Program

Joreskog has developed a very general and powerful model and computer program for analyzing relationships among variables, called LISREL. Structural analysis of covariance matrices by Joreskog's LISREL method is proposed as an alternative to regression methodology in the analysis of aptitude-treatment interaction (ATI) data. LISREL resolves some of the basic problems in regression analysis such as biased estimates caused by unreliability of measures, and interpretative difficulties when there are multiple aptitudes and outcomes. LISREL models range in complexity: from regression models to models involving complex structural relations between latent aptitude and latent outcome variables. (Consideration is also given to the formulation of LISREL models when there are observational units at different levels of aggregation). (Author/JKS)

Holley, Charles D. Dansereau, Donald F.

Some Considerations in Controlling for Transient Motivation in Cognitive Manipulation Studies.

Pub Date-Apr 79

Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, Arpil 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Analysis of Covariance, *Cognitive Measurement, *Control Groups, *Educational Research, Factor Analysis, Higher Education, Reading Comprehension, *Research Design, *Research Problems, Sampling, *Statistical Analysis, Statistical Bias, Verbal Ability

Identifiers-Placebo Effect

Four types of control groups are commonly used in cognitive manipulation studies: (1) no-treatment; (2) practice with own methods; (3) practice and training with competing treatments; and (4) practice and training with irrelevant treatments. There are problems associated with the use of each group as a baseline for identifying the "true" treatment effect. A general, two-step control procedure was advocated in which the researcher first identifies the most appropriate control group for a given context and then supplements this experimental control with statistical control. In reference to the latter controls, procedures were presented for developing a task-specific index as a covariable to be employed with a suitable measure of verbal aptitude in a multiple analysis of covariance. The procedure was demonstrated on data from a quasi-experimental design in which it was shown that three different conclusions were possible, depending upon the control procedures employed. The converging operations obtained from the multivariate approach to the data analyses supported the results from the two-step control procedure. (Author/RD)

ED 174 635 TM 008 998

Convey, John J.

Some Simultaneous Inference Procedures for A Priori Contrasts.

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Comparative Analysis, Comparative Statistics, *Hypothesis Testing, Mathematical Models, *Research Methodology, Social Science Research, *Statistical Analysis, *Statistical Studies
Identifiers-A Priori Tests, Post Hoc Methods

The testing of a priori contrasts, post hoc contrasts, and experimental error rates are discussed. Methods for controlling the experimental error rate for a set of a priori contrasts tested simultaneously have been developed by Dunnett, Dunn, Sidak, and Krishnaiah. Each of these methods is discussed and contrasted as to applicability, power, and availability of tables. A strategy is suggested as to how these might be employed when a researcher desires to control the experimental error rate for a set of a priori contrasts. (Author/GDC)

ED 174 636 TM 009 004

Leitner, Dennis W.

Using Multiple Regression to Interpret Chi-Square Contingency Table Analysis.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Expectancy Tables, Hypothesis Testing, *Multiple Regression Analysis, *Nonparametric Statistics, Statistical Analysis

Identifiers-*Chi Square

Statistics such as chi-square, phi, and Cramer's V are related to the R squared statistic of regression analysis. It is shown that the proportion of variance accounted for can be computed from many contingency table situations. (JKS)

Alkin, Marvin C. Ellett, Frederick, Jr.
The Human Activity of Evaluation Theorizing.
California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date-Mar 79
Note-28p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies, *Changing Attitudes, *Concept Formation, Evaluation, Evaluation Methods, *Evaluation Needs, *Evaluators, Models, Opinions, Perspective Taking, *Persuasive Discourse, Publications, *Theories

Theorizing about evaluation should be conceptualized as a human activity governed by certain strategies and principles. The theories advanced by various evaluators have changed over the years, thus illustrating ten principles of evaluation. The starting point for theory development or modification is self-reflection and review of one's own writings. Public conceptions of a theory are based upon publications describing it; different conceptions are possible. Theoretical formulations are subject to continual change. Other principles suggest major factors for modifying evaluation theory. At conference sumposia, for example, an evaluation theory can be interpreted by colleagues, and compared and contrasted to other theories; here also, evaluators can learn to understand contrasting arguments and to challenge or extend inferences. Another phase in evaluation theory development becomes possible when theory consolidation or theory categorization takes place. Other factors influencing theory development include field based experience, and interaction with colleagues who have compatible points of view. Finally, evaluation theory development is conditioned by human beings and their associations, motivations, intuitions, and imaginations. (GDC)

ED 174 638 TM 009 236

Garrison, Wayne M. White, Karl R.
A Simulation Study on the Utility of Rasch and Classical Test Analysis Procedures.
Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Item Analysis, Models, Simulation, Test Construction, *Test Interpretation, Test Reliability
Identifiers-Monte Carlo Method, *Rasch Model

Rasch and classical test analysis methods were compared with respect to their similarities and differences in the identification of noninformative items and implausible person records. Using computer simulated data with known parameters, each model was evaluated in terms of its effectiveness in: (1) identifying noninformative or "bad" items; (2) identifying persons for whom an instrument may be inappropriate; and (3) yielding an observed test score which correlated highly with a known true score. Results of the analyses demonstrated the superiority of the Rasch model over classical item analysis procedures, particularly in the identification of persons for whom an instrument fails to provide an accurate measure of the variable in question. (Author/JKS)

ED 174 639 TM 009 247

Meredith, Colin

A Monte Carlo Investigation of Several Procedures for Testing the Significance of Individual Discriminant Functions.

Pub Date-Apr 79
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analysis of Variance, *Hypothesis Testing, Simulation, *Statistical Analysis, Tests of Significance
Identifiers-Monte Carlo Method

The problem of determing how many significant discriminant functions are present in a given data set for a one-way, fixed-effects multivariate analysis of variance design is studied using a Monte Carlo procedure. A variety of procedures, including the popular partitioned-U procedure, are compared with respect to their Type I error rates and power to detect true population differences. Results of the study lead to the recommendation of the cautious use of the partitioned-U procedure. (JKS)

ED 174 640 TM 009 259

Glynn, Shawn M.

Effects of Assimilatory and Retrieval Contexts on the Reproductive and Productive Recall of Text.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, *Context Clues, Higher Education, *Instructional Materials, Learning, *Learning Activities, Learning Characteristics, *Learning Processes, Organization, *Productive Thinking, *Recall (Psychological)

When the context of instructional discourse maximizes the likelihood of interaction with preexisting knowledge structures, productive learning outcomes may be increased. In the present study, 44 undergraduate students who read a hierarchically structured text were asked to recall its contents immediately and again six weeks later. The generation of topically related knowledge prior to text processing, coupled with the availability of text topics and hierarchical structure at retrieval, produced the highest level of overall recall after a six-week interval had elapsed. The availability of text topics and hierarchical structure also enhanced the generation of productive ideas when recall was tested after six weeks. These findings suggest that students should be discouraged from processing instructional discourse along solely reproductive lines. If new information is compartmentalized and differentiated from preexisting knowledge, then learning outcomes will be limited. Students who process instructional material productively can generate legitimate new products by combining newly acquired information with preexisting referential knowledge. (Author/RD)

ED 174 641 TM 009 263

Yap, Kim Onn

Pretest-Posttest Correlation and Regression Models.

Pub Date-Apr 79

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Correlation, Data Analysis, *Educational Testing, Evaluation Methods, *Mathematical Models, *Multiple Regression Analysis, *Post Testing, *Pretesting, Pretests, *Program Effectiveness, Program Evaluation, Simulation, Statistical Bias

Identifiers-Elementary Secondary Education Act Title I, *RMC Models

The accuracy with which regression models estimate treatment effects is dependent upon a number of conditions. The stability of the regression line (a function of sample size and correlation between pretest and posttest) is said to be the most important of these conditions. The utility of regression models is proportional to the size of the correlation between pretest and posttest. As the size of the correlation increases, the predicted posttest scores of the treatment group decreases. This produces a corresponding increase in the difference between predicted and observed scores. It is further stated that in compensatory education projects, factors which lower the correlation between pretest and posttest for low scoring students may invalidate the results. Given these condition, this study examined the impact of the correlation between pretest and posttest on the accuracy with which regression models estimate treatment effects in Title I evaluation. More specifically, the effect of the correlation between pretest and posttest on the estimation of treatment effects with regression models was studied, using simulated data. Conclusions regarding the importance of the pretest-posttest correlation varied, depending on whether more emphasis is placed upon unbiased estimates or efficiency. (Author/JKS)

Strasler, Gregg M.

The Process of Transfer in a Learning for Mastery Setting.

Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aptitude, Achievement Gains, Classroom Research, Junior High Schools, Learning Activities, *Learning Processes, Learning Theories, *Mastery Learning, *Skill Development, *Study Skills, *Transfer of Training

The purpose of this study was to investigate two types of transfer of learning (application transfer and gains in aptitude) in a mastery learning instructional mode. Seventh grade students were assigned either to a learning for mastery instructional mode or to a control group in a conventional classroom. Although the content matter covered and time alotted for learning were the same for all students, the students who received mastery learning instruction appeared to benefit from being oriented to the process of mastery learning. In contrast, students who received conventional lecture-based instruction displayed no noticeable improvement with respect to applicational transfer or gains in aptitude. Consequently, a learning strategy utilized in teaching students the process of learning how to learn enhanced not only the immediate effect of applicational transfer, but the slower-acting effects of gains in aptitude as well. (RD)

ED 174 643 TM 009 265

Wisenbaker, Joseph M. Schmidt, William H.
The Structural Analysis of Hierarchial Data.
Spons Agency-Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0073
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Covariance, *Data Analysis, *Multiple Regression Analysis, Research Design, Senior High Schools, Statistical Analysis
Identifiers-*Hierarchical Data, LISREL Computer Program, National Longitudinal Study High School Class 1972

The problems inherent in analyzing data in which subjects are nested'' within hierarchical units (such as classrooms or schools), and thus are not independent of one another, are addressed through the use of Joreskog's LISREL model for analyzing covariance matrices. A solution to the problem is proposed and illustrated using data from the National Longitudinal Study of the High School Class of 1972. (JKS)

ED 174 644 TM 009 464

The Effects of Coaching on Standardized Admission Examinations. Staff Memorandum of the Boston Regional Office of the Federal Trade Commission.

Federal Trade Commission, Washington, D.C. Bureau of Consumer Protection.

Pub Date-Sep 78

Note-192p.; Data tables may not reproduce legibly because of the poor print quality of the original document; The technical appendices were not publically available as of August, 1979; For related document, see TM 009 465

Available from-Public Reference Branch, Room 130, Federal Trade Commission, Washington, D.C. 20580 (no charge)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Gains, *College Entrance Examinations, Graduate Study, Higher Education, Improvement Programs, Legal Education, Predictive Validity, *Program Effectiveness, Racial Differences, *Scores, Senior High Schools, Testing Problems, *Test Wiseness, *Tutorial Programs

Identifiers-Coaching Schools, Law School Admission Test, *Scholastic Aptitude Test, *Test Coaching

A non-experimental design was used to determine if scores of students enrolled in specified major coaching schools were significantly higher than scores of comparable uncoached groups. Score increases at two Scholastic Aptitude Test (SAT) coaching schools and Law School Admission Test (LSAT) schools were compared. Over 1,400 SAT examinees and 31,000 LSAT examinees, administered these tests between 1974 and 1977, were involved. Comparisons were reported by study subgroup: uncoached first-time examinees; coached first-time examinees; uncoached second-time examinees; second-time examinees coached before the first test; and second-time examinees coached between test administrations. Results indicated that coaching was significantly effective in raising SAT scores. LSAT coaching was marginally effective, possibly because of the abnormally large control group increases and the relatively low correlation between grade point average and LSAT scores. However, the Federal Trade Commission acknowledges that there are several major flaws in the data analysis, making the results unreliable." (The history of both tests, an analysis of coaching research; a description of the sales, tuition costs, and claims of major coaching schools; extensive graphs of test score data; and case histories of 17 coached LSAT examinees are included). (CP)

ED 174 645 TM 009 465

Effects of Coaching on Standardized Admission Examinations. Revised Statistical Analyses of Data Gathered By Boston Regional Office of the Federal Trade Commission.

Federal Trade Commission, Washington, D.C. Bureau of Consumer Protection.

Pub Date-Mar 79

Note-105p.; Data tables will not reproduce legibly because of the poor print quality of the original document; For related document, see TM 009 464

Available from-Public Reference Branch, Room 130, Federal Trade Commission, Washington, D.C. 20580 (no charge)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Gains, *College Entrance Examinations, Improvement Programs, Low Achievers, *Program Effectiveness, *Scores, Senior High Schools, Student Characteristics, Test Results, *Test Wiseness, *Tutorial Programs

Identifiers-Coaching Schools, *Scholastic Aptitutde Test, *Test Coaching

The effect of commercial coaching on Scholastic Aptitude Test (SAT) scores was analyzed, using 1974-1977 test results of 2,500 non-coached students and 1,568 enrollees in two coaching schools (The Stanley H. Kaplan Educational Center, Inc., and the Test Preparation Center, Inc.). Multiple regression analysis was used to control for student demographic variables. Separate analyses were conducted for the two schools, for students who were coached before their first SAT, or between their first and second SAT administrations. Coaching was effective at the Kaplan School, where students tended to be underachievers i.e. they scored lower on standardized examinations than would have been predicted by personal and demographic variables. Kaplan students who were not underachievers also benefited from coaching; however, this finding was based on a limited sample, covering only a single administration of the verbal section of the SAT. Coaching at the Test Preparation Center was not found to be effective. However, these students were not underachievers. Results of this study were inconclusive, partly because of the non-experimental design. It was impossible to consider all possible effects of self-selection for example, the possibility that students who chose to enroll in coaching schools were especially motivated to achieve higher scores. (Author/CP)

ED 174 646 TM 009 493

Boone, Janice And Others

Report to the Board of Higher Education on the Results of the New Jersey College Basic Skills Placement Testing, May 1, 1978 September 28, 1978.

New Jersey State Dept. of Higher Education, Trenton.
Pub Date-17 Nov 78
Note-89p.; Research prepared by the Basic Skills Council
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, *Basic Skills, College Freshmen, College Mathematics, *College Placement, *Diagnostic Tests, Higher Education, Mastery Tests, Reading, Remedial Courses, State Programs, *State Surveys, Testing Programs, *Test Results, Writing Skills
Identifiers-New Jersey, *New Jersey College Basic Skills Placement Test

The New Jersey College Basic Skills Placement Test was administered to 42,984 freshmen entering New Jersey colleges and universities and four independent colleges in the fall of 1978 in order to assess students' specific strengths and weaknesses in reading, writing, and mathematics for placement in appropriate first-year courses. Based on test results, the following conclusions were reached: (1) a substantial proportion of entering freshmen were not adequately prepared in the basic subjects to succeed in college-level work; (2) the problem of basic skills deficiencies was present at all two-year and four-year colleges; and (3) of the students tested, the majority had studied high school English and mathematics for at least three years. Although some colleges did not test all entering freshmen, especially part-time students, the authors believe that if more students had been tested, the proportion showing a need for remediation would have been even higher. (Test score results are appended). (MH)

ED 174 647　　　TM 009 495

Mullins, Cecil J. And Others

Personnel Rating Effectiveness as a Function of Number of Rating Statements. Final Report for Period 24 February 1978 31 December 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-79-11
Pub Date-May 79
Note-21p.
Available from-National Technical Information Service, Springfield, Virginia 22161
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Ability, Communication Skills, Evaluation Criteria, Job Skills, *Leadership Qualities, *Officer Personnel, Peer Evaluation, Personality Assessment, *Personnel Evaluation, *Predictive Validity, Profile Evaluation, *Rating Scales, Test Construction
Identifiers-Air Force, *Test Length

Research on the comparative utility of varying numbers of rating statements per set using an external criterion of recognition of rater profiles for evaluating goodness'' of the sets was conducted on 132 noncommissioned Air Force officers. Groups of subjects rated groups of their peers on 20 factors, on a subset of 10 factors, and on a subset of five factors. Rating statements included: learning ability; leadership; quality of work; motivation; ability to follow instructions; bearing and behavior; accuracy; oral communication; problem analysis; initiative; quality of work; written communication; punctuality; adaptability; dependability; emotional stability; human relations; judgment; knowledge of duties; and honesty. Profiles, based on group ratings, were developed for each subject and given to the group members to identify. Profiles made from 20 rating statements were identified no better than profiles developed from 5 rating statements. Also, the use of two rating statements, learning ability and knowledge of duties, were found to produce information about a rate which could not be improved by the addition of many more rating factors. When the external criterion was used, results indicated that sets of statements larger than five did not provide better recognition of peers. (MH)

ED 174 648 TM 009 497

Report: 1978 Wisconsin Pupil Assessment Program. Bulletin No. 8100.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-78
Note-31p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Age Differences, Basic Skills, Calculation, *Educational Assessment, Educational Trends, Elementary Secondary Education, *Mathematics, National Norms, Practical Mathematics, Program Attitudes, *State Programs, *State Standards, Student Attitudes, Testing Programs, *Test Results
Identifiers-Comprehensive Tests of Basic Skills, Wisconsin

The 1978 Wisconsin assessment program, involving students in grades 4, 8, and 12, focused upon: (1) state-developed tests referenced to state objectives for computation and everyday money and measurement skills; (2) the Comprehensive Tests of Basic Skills: mathematics, reading, and language; (3) comparison of results of the 1976, 1977, and 1978 assessment; and (4) relationship of attitudes toward mathematics and previous training to scores on the state-developed tests (grades 8 and 12 only). Fourth graders averaged above the 80th percentile in all areas of the state-developed tests; 8th grade students averaged between 51 and 90% correct; and seniors averaged between 60 and 95% correct. Both seniors and eighth graders had difficulty with fractions. For the third consecutive year, CTBS scores remained above the national norm. Although there was little variation on the state tests for all three grades, the 1978 CTBS scores of grades 4 and 8 declined and were similar to those of 1976. Attitudes toward mathematics were positively related to scores on the state test and to extent of post training. Both eighth and twelfth graders generally felt that their courses were applicable to everyday situations. (CP)

ED 174 649 TM 009 498

Warren, Jonathan R.

The Measurement of Academic Competence.

Educational Testing Service, Berkeley, Calif.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007603526

Note-83p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, Academic Standards, *Basic Skills, College Teachers, Communication Skills, *General Education, Higher Education, Interpersonal Competence, Performance Based Education, *Response Style (Tests), Scoring, *Teacher Participation, *Test Construction, Test Reliability, Test Validity, *Thought Processes, Timed Tests

Faculty from fifteen colleges developed open-ended questions to assess group competence in four areas of learning associated with general education communication skill, analytic thinking, synthesizing ability, and social/cultural awareness. A secondary purpose was to determine faculty expectations for learning in the general education component of bachelor's degrees and to compare the effects of different forms of general education curricula. The questions were scored by the faculty by sorting responses into four to seven categories, each indicating a different way students may not reach a completely successful response. Results are reported for the final forty-seven questions administered and for a subset of thirty-two considered most valid as a measure of student performance. The questions can be scored with acceptable levels of interrater reliability and answered within the time requirement of ten minutes per question. To combine results from several questions into inferences about performance with respect to a common competence, however, requires evidence that the questions do in fact measure the same competence. Since evidence of that was not present, comparisons of faculty expectations and curricular forms were not possible. (Author/CP)

ED 174 650 TM 009 499

Airasian, Peter W. And Others

Policy Issues in Minimal Competency Testing and a Comparison of Implementation Models. Report Submitted to the Policy Subcommittee of the Massachusetts Advisory Committee on High School Graduation Requirements.

Heuristics, Inc., Dedham, Mass.

Spons Agency-Massachusetts State Dept. of Education, Boston.

Pub Date-14 Apr 78

Note-161p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Academic Achievement, Academic Standards, Basic Skills, *Educational Assessment, Educational Policy, Elementary Secondary Education, Estimated Costs, Evaluation Needs, Graduation Requirements, Legal Problems, *Minimum Competency Testing, Models, *Program Development, Senior High Schools, State Programs, *State School District Relationship, State Standards, *Testing Problems, *Testing Programs

The justification of minimal competency programs relative to perceived educational problems, the focus on individual pupil certification and sanctioning, and the lack of clear resolution on many technical problems, give rise to a number of policy issues critical to minimal competency testing programs which are tied to graduation. Three program models are described and compared across seven of these policy issues: strong state control; large impact on curriculum; increased remediation; difficulty in setting standards; measurement problems; legal challenges; and high costs. The models vary according to state vs. local school district responsibility for selecting competencies, tests, and standards. All policy issues are so complex that it is not possible to recommend a particular model, or to decide whether a testing program should even be implemented. However, several recommendations can be made regarding the adoption of minimal competency testing. The general public should be made aware of its impact on the individual student. If a program is implemented, an adequate phase-in time should be allowed for curriculum revision and test validation. Pilot programs should be implemented and compared no program need be viewed as the final one. (CP)

ED 174 651 TM 009 500

Anderhalter, O. F.

Major Misconceptions About Grade Equivalent'' Scores.

Scholastic Testing Service, Inc., Bensenville, Ill.
Pub Date-Feb 60
Note-9p.; Official position paper of Scholastic Testing Service ; May not reproduce clearly due to colored background
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Rating, *Achievement Tests, Elementary Secondary Education, Grade Equivalent Scales, *Grade Equivalent Scores, Norm Referenced Tests, *Norms, *Testing Problems, *Test Interpretation

The cautions needed for correctly interpreting grade equivalent scores are presented simply, for persons who are not statisticians. Four potential limitations of grade equivalent scores are summarized. (1) Comparisons across grades are of little value when the subject content is not the same; for example, sixth grade American history is not equivalent to seventh grade European history. (2) Because similar skills are not expected of students in different grades, grade equivalent results may be misleading. When a second grade student attains a grade equivalent of 5.0 on a second grade arithmetic test, it does not mean that he or she is capable of performing those arithmetic operations taught in fifth grade. It means that the student has performed as well as the average fifth grade student, on second grade work. (3) Being one year above grade level is more significant at the lower grades; significance is affected by the overlap in score distributions within and between grades. (4) Grade equivalent scores are not generally useful beyond the eighth grade. Percentile rank scores from norm referenced tests are recommended for interpreting test results. (GDC)

ED 174 652 TM 009 501

Madaus, George And Others

Development and Application of Criteria for Screening Commercial Standardized Tests for the Massachusetts Basic Skills Improvement Policy.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Apr 79

Note-86p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Achievement Tests, *Basic Skills, Check Lists, Educational Assessment, *Evaluation Criteria, Minimum Competency Testing, Rating Scales, Readability, Standardized Tests, *State Standards, Student Testing, Test Bias, *Test Reviews, *Test Selection, Test Validity

Identifiers-Massachusetts

To permit local districts to exercise their option to use standardized tests for state-mandated evaluations, a test rating form was developed. A key concern was the percentage of state approved reading and mathematics skills measured by a test, rather than the test's value for other uses. Other content concerns were readability and cultural and sex bias. Most technical criteria were straightforward, but additional issues included extrapolation of grade equivalent scores and the consistency of mastery decisions resulting from the test. Mathematics, reading, and vocabulary tests only, from fourteen standardized achievement batteries were reviewed by three committees: technical, reading, and mathematics. Reading content ratings (representing content validity, readability, and bias) ranged from 0-8 of the maximum 10 points available; mathematics content ratings were either 2 or 5. Technical ratings for both subject areas were much higher ranging fron 29-50, or 52-89% of the possible score. It was recommended that bias and technical adequacy be considered independently of content validity. The first two issues should be handled by the state; content validity is the responsibility of the local district. (The rating form and basic skills objectives are appended.) (CP)

ED 174 653 TM 009 512

Greene, Jennifer C. Kellogg, Theodore

Use of Existing Data Bases in a Large Scale Correlational/Regression Study. for Period January 1977-January 1978.

Pub Date- 77
Note-15p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Data Analysis, *Data Bases, Educational Assessment, Elementary Education, Grade 4, Grade 8, *Institutional Characteristics, Research Design, *Research Methodology, *Research Problems, Research Utilization, *State Surveys, Student Characteristics
Identifiers-Rhode Island

Statewide assessment data available from two school years, two grade levels, and five sources (achievement tests; student, principal, and teacher questionnaires; and principal interviews), were aggregated to more closely investigate the relationship between student/school characteristics and student achievement. To organize this large number of distinct data sets (old and new), all questionnaire and interview data were assigned to conceptual clusters. Separate analyses were conducted for each year (1975-6 and 1976-7) and for each grade (4 and 8). A single indicator of school achievement was used mean standardized scores on the subtests of the Iowa Tests of Basic Skills. In response to the problem of different collection times for different data sets, the primary analyses were conducted on the 1976-77 set. A series of strategies were employed to overcome the statistical problems associated with a large number of variables and limited degrees of freedom. Despite these conceptual, methodological, and statistical problems, research with existing data bases was worth the effort; however, the appropriateness of an existing data base for answering new questions depends on the similarity between the original and the new questions. (CP)

ED 174 654 TM 009 521

Back, Kathryn T. And Others

Cognitive Styles: A Bibliography and Selected Annotations. Interim Report for Period January 1977-January 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-78-90(II)

Pub Date-May 79

Contract-F33615-77-C-0047

Note-92p.; For related document, see TM 009 522

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 671-056/54)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Attention Span, Classification, *Cognitive Style, Complexity Level, Concept Formation, Conceptual Tempo, Haptic Perception, Memory, *Perception, *Psychological Studies, Self Control, Visual Perception

Identifiers-*Field Dependence Independence

A bibliography and selected annotations of research on cognitive style are presented. The citations were retrieved from computer and manual searches of the literature. Selected items, based on their significance to research efforts, are organized around subject, method, and results of each study. Ten constructs are included: (1) field dependence-independence; (2) impulsivity-reflectivity; (3) visual-haptic; (4) leveling-sharpening; (5) distractibility (constricted-flexible control); (6) breadth of categorization; (7) scanning-focusing; (8) tolerance for unrealistic experiences; (9) cognitive complexity; and (10) conceptualizing style. Approximately one-third of the document contains annotated citations. (MH)

ED 174 655 TM 009 522

Ragan, Tillman J. And Others

Cognitive Styles: A Review of the Literature. Interim Report for Period January 1977 January 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-78-90(I)

Pub Date-May 79

Contract-F33615-77-C-0047

Note-63p.; For related document, see TM 009 521

Available from-Superintendent of Documents, U.S. Government Princting Office, Washington, D.C. 20402 (Stock Number 671-056/51)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attention Span, Classification, *Cognitive Style, *Cognitive Tests, Complexity Level, Concept Formation, Conceptual Tempo, Haptic Perception, Memory, *Perception, *Personality Tests, *Psychological Studies, Self Control, Visual Perception

Identifiers-*Field Dependence Independence

Ten prominent cognitive styles are discussed in a literature review. The review of each style includes an overview of the research literature; a review and evaluation of assessment instruments; and identification of styles which seem most relevant for application to Air Force Technical training. The cognitive styles covered are: (1) field-dependence-field independence; (2) impulsivity-reflectivity; (3) visual-haptic; (4) leveling-sharpening; (5) constricted-flexible control; (6) breadth of categorization; (7) scanning; (8) tolerance for unrealistic experiences; (9) cognitive complexity-simplicity; and (10) conceptualizing styles. Over 100 bibliographic references are appended. (MH)

ED 174 656 TM 009 530

Radin, Norma Epstein, Ann

Observed Paternal Behavior with Preschool Children: Final Report, April, 1975.

Michigan Univ., Ann Arbor. School of Social Work.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-Apr 75

Grant-R01-HD06971-02

Note-308p.; Appendix O and Appendix P were removed from the original document prior to submission to the ERIC Document Reproduction Service

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Cognitive Development, Evaluation Methods, Factor Structure, *Fathers, Intelligence, Interviews, Motivation, *Observation, *Parent Child Relationship, Parent Influence, Preschool Children, Preschool Education, *Sex Differences, *Social Differences

This study demonstrated the effectiveness of a reliable, inexpensive method for observing fathers interacting with their preschool children in the home. Fathers in 180 white families were interviewed about their child rearing attitudes and practices, and observed while playing games with their four-year old children. When a factor analysis of the 25 categories of father behavior was performed for boys and girls separately, a different factorial structure emerged for father interactions with sons and daughters. Four father factors with boys were found; two were nurturant in quality and two were restrictive. Six factors emerged for father behavior with girls; the first three were ambivalent in nature (they contained both a restrictive and nurturant component), two were nurturant, and one was restrictive. Striking sex differences were found in the relationships of these factors to children's motivation ratings and to their scores on both the Stanford Binet Intelligence Scale and Piagetian tasks. Father nurturance appeared to enhance boys' motivation to achieve, which in turn increased cognitive scores. There were no significant relationships between father factors and girls' cognitive scores; social class was the best predictor of their cognitive development. (Data collection forms and procedures for administering and scoring are appended). (Author/CP)

Educational Improvement: Implementation Manual for the Kentucky Educational Improvement Act of 1978.

Kentucky State Dept. of Education, Frankfort.
Pub Date- 7 Mar 78
Note-85p.; Some pages may not reproduce clearly due to colored background
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *Basic Skills, Citizen Participation, Diagnostic Tests, *Educational Assessment, Educational Improvement, Educational Objectives, Elementary Secondary Education, Hearings, *Improvement Programs, Program Development, School Districts, Screening Tests, *State Legislation, State Standards, *Student Testing, *Testing Programs
Identifiers-Comprehensive Tests of Basic Skills, Kentucky, *Kentucky Educational Improvement Act of 1978

The Kentucky Educational Improvement Act of 1978 mandated local school districts to initiate two programs: (1) screening and diagnostic test; and (2) development of district educational improvement plans outlining remedial programs or activities. The Comprehensive Tests of Basic Skills (CTBS/S) were selected as the statewide screening instruments in grades 3, 5, 7, and 10 to identify students needing assistance in the basic skill areas of reading, writing, spelling, language arts and mathematics, or in learning skills. Those students identified as deficient in tested skills were to be referred to a state diagnostic testing service. Diagnostic results were to be used to determine the scope of local educational improvement programs. Public hearings were required at each school to assure citizen participation in formulating plans for the local educational improvement programs. (Guidelines for formulating and implementing the program are given. Appendices include a copy of Kentucky House Bill No. 579, a list of expected student outcomes, and specifications for the student identification system). (MH)

ED 174 658 TM 009 534

Sternberg, Robert J.

The Development of Human Intelligence. Technical Report No. 4. Cognitive Development Series.

Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-NSF-BNS76-05311
Note-50p.
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstract Reasoning, Cognitive Development, *Cognitive Processes, Elementary Education, Higher Education, Human Development, *Intellectual Development, *Intelligence, Intelligence Factors, Learning Theories, Models, *Psychometrics, *Theories, Thought Processes
Identifiers-*Componential Intelligence, *Piagetian Theory

Two influential theories of intellectual development are reviewed and analyzed: the psychometric framework, based on the factorial composition of intelligence, and the Piagetian model, based on assimilation and accomodation through four stages of intellectual development. A third concept is the componential theory of intelligence, based on information processing models, and consisting of two basic units of analysis, the component and the metacomponent. The component is described as an elementary psychological process which operates on internal representations of objects on symbols; these components are encoding, inference, mapping, application, justification, and response. A metacomponent is described as a higher order psychological process which controls processes related to executing components; metacomponents consist of component selection, representation selection, strategy selection or planning, strategy monitoring, speed-accuracy tradeoff decisions, and solution monitoring. Conclusions were made, based on research using parochial school children in grades 2, 4, and 6 and college level adults: (1) that children show increased use of exhaustive information processing as they grow older; (2) older children are generally less willing to surrender accuracy for speed; and (3) older individuals are more consistent in applying a strategy to problem solving, although there is no evidence of a general strategy shift in time for any age group. Bibliographical references are appended. (MH)

ED 174 659 TM 009 535

Sternberg, Robert J. Nigro, Georgia

Developmental Patterns in the Solution of Verbal Analogies. Technical Report No. 3. Cognitive Development Series.

Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-NSF-BNS76-05311
Note-42p.
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstraction Levels, *Abstract Reasoning, Age Differences, *Cognitive Processes, *Developmental Stages, Elementary Secondary Education, Higher Education, *Intelligence, *Problem Solving, Semantics, Thought Processes, *Verbal Development, Verbal Tests
Identifiers-Componential Intelligence, *Verbal Analogies

Developmental patterns in the solution of verbal analogies, especially the recognition of higher-order analogical relations, were traced. The investigation sought to: (1) provide new developmental tests of a componential theory of analogical reasoning; (2) identify strategy changes during the transition from midchildhood (grade 3) to adulthood (college); (3) compare the development of reasoning across five different verbal relations; and (4) to validate a new method (stem-splitting) of isolating component cognitive processes. Twenty subjects in each of grades three, six, nine, and in college were tested on their abilities to solve verbal analogies based on synonymy, antonymy, category membership, linear ordering, and function in three different formats. It was found that the componential theory was successful in accounting for response-time data at all grade levels and error data at all but the college level; third- and sixth-graders used a different strategy from the strategy used by ninth-graders and college students; antonymous and functional relations were the easiest to process at all levels; and the new method of isolating component cognitive processes provided new insights into age-related strategy changes in the solution of verbal analogies. (Author/MH)

ED 174 660 TM 009 536

Hall, Eugene R. And Others

A Comparative Assessment of Three Methods of Collecting Training Feedback Information. TAEG Report No. 64. Final Report.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Pub Date-Dec 78
Note-122p.; Page 17 may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Competence, Cost Effectiveness, *Equivalency Tests, *Evaluation Methods, *Interviews, Job Skills, *Job Training, Military Training, *Multiple Choice Tests, Personnel Evaluation, Postsecondary Education, *Questionnaires, Rating Scales, Supervisors, Technical Occupations
Identifiers-*Navy

Three methods of obtaining training feedback data from recent Atlanta Fleet technician school graduates and their fleet supervisors were compared: (1) a mailout questionnaire; (2) a structured interview; and (3) a job knowledge test. The results demonstrated that the questionnaire and structured interview procedure produced equivalent rating scale data concerning adequacy of training, frequency of task performance, and supervisors' assessments of graduate proficiency. Ratings of training adequacy and frequency of task performance obtained from school graduates were equivalent to those obtained from graduates' supervisors. In the short run, questionnaires were least expensive for data collection, and job knowledge tests were the most expensive. Over the long term, with larger populations of graduates, job knowledge tests became less expensive while structured interview costs remained high. Selection of methods for data collection must also consider the specific information needs to be met, plus the relative power of each method for producing the needed information. (Author/MH)

ED 174 661 TM 009 537

Massey, Randy H. And Others

Performance Appraisal Ratings: The Content Issue. Final Report, June 1976 through August 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-69
Pub Date-Dec 78
Note-21p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 671-056/109)
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis, Evaluation Criteria, Individual Characteristics, *Officer Personnel, *Peer Evaluation, *Personnel Evaluation, *Rating Scales, *Task Performance, Test Items, Test Reliability, *Work Attitudes
Identifiers-Air Force

Three kinds of rating statements, trait-oriented, worker-oriented, and task-oriented were evaluated in a context permitting the comparisons to be made in terms of criteria external to the ratings. One hundred twenty Air Force noncommissioned officers assigned to seminar grouPs of 13 or 14 were involved. No evidence of superiority was found for any of the three sets although significant correlations with various external criteria were obtained in all three experimental conditions. Significant differences were also found among the three rating sub-groups comprising each of the three treatment groups although these rating sub-groups were assigned randomly to the three treatment groups. The importance of controlling for group effects in peer group studies was noted. (Author/MH)

ED 174 662 TM 009 538

Ryan, Susan C.

A Summary Report. 1978 New Hampshire Educational Assessment Program.

New Hampshire State Dept. of Education, Concord.
Pub Date-78
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, American Government (Course), *Educational Assessment, Educational Objectives, *Elementary Secondary Education, Grade 5, Grade 9, Grade 12, Mathematics, Reading Achievement, State History, *State Programs, Testing Programs, *Test Results, United States History, Writing Skills
Identifiers-New Hampshire

Results of New Hampshire's first biennial Educational Assessment Program involving 7,500 public school students in grades 5, 9, and 12 are reported. Multiple choice and essay tests were administered in reading, writing, mathematics, state and national history, and government. Instructional assistance including workshops, suggested classroom activities, and curriculum development assistance were to be offered by the State Department of Education, based on test results. Test results showed: (1) fifth and ninth graders performed well in mathematics; (2) fifth graders performed well in language arts; (3) twelfth graders' reading comprehension improved markedly over ninth graders; (4) girls demonstrated higher achievement than boys in writing skills; and (5) students in grades 9 and 12 showed strength in history and government. (MH)

ED 174 683 L TM 009 539

Sternberg, Robert J.

The Development of Linear Syllogistic Reasoning. Technical Report No. 5. Cognitive Development Series.

Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-NSF-BNS76-05311
Note-31p.
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstract Reasoning, *Age Differences, Algorithms, *Cognitive Development, *Cognitive Processes, Elementary Secondary Education, Linguistic Patterns, *Models, *Problem Solving, Reaction Time, Thought Processes, Visualization
Identifiers-*Syllogistic Reasoning

About 25 children in each of grades 3, 5, 7, 9, and 11 were tested in their ability to solve linear syllogisms, such as: John is taller than Mary. Mary is taller than Pete. Who is tallest John, Mary, or Pete? Response latencies and error rates decreased across grade levels and sessions. Component latencies also generally decreased with increasing age. Four alternative information-processing models were fit to the group latency data at each grade level. These models were: (1) spatial whereby the terms of a linear syllogism are represented in the form of a linear spatial array; (2) linguistic, whereby linear syllogisms are solved via inferences on functional relations represented by linguistic deep structures; (3) algorithmic, whereby people solve linear syllogisms by applying a series of simple, essentially mechanical steps; and (4) mixed, which combines selected features of the spatial and linguistic models, and adds new features of its own. The latency data supported the mixed model at each grade level, although in grade 9 the model was not the preferred one until the second session of testing. (Author/MH)

ED 174 664 TM 009 540

Antonoplos, Daniel And Others
A Guide to Evaluation Materials. Volume II.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Measurement Div.
Pub Date-30 Apr 78
Note-176p.; For related documents, see ED 143 702 and 150 166
Available from-National Teaching Systems, Inc., 1137 Broadway, Seaside, California 93955 ($8.00)
Pub Type- Reference Materials - Bibliographies (131) - Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Course Evaluation, Curriculum Evaluation, *Educational Assessment, Educational Testing, Evaluation, *Evaluation Methods, *Instructional Materials, Needs Assessment, Professional Training, *Program Evaluation, Test Construction, *Textbook Evaluation

Sixty-one evaluation products developed or published by universities; federal, state, intermediate, and local educational agencies; commercial publishers; private research and development agencies, and others are described, to help potential users identify, select, and obtain useful materials. Potential users include teachers; administrators; community or parent groups; evaluators; program administrators; trainers; and media or curriculum specialists. The product reviews are divided into five categories: (1) general training in evaluation; (2) evaluation of specific subjects or kinds of education; (3) evaluation of curriculum or instruction; (4) needs assessment and/or goal setting; and (5) evaluation validation or instrument development. Each product review contains: intended users; type of evaluation; approach to evaluation; format; product components; content emphasis; product purpose or goals; content organization or user activities; requirements; adaptability; related products; cost; availability; history and evaluation; and comments. (MH)

ED 174 665 TM 009 542

Sternberg, Robert J. Weil, Evelyn M.
An Aptitude-Strategy Interaction in Linear Syllogistic Reading. Technical Report No. 15.
Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Pub Date-Apr 79
Contract-N00014-78-C-0025
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstract Reasoning, Algorithms, *Cognitive Ability, Cognitive Processes, Cognitive Tests, Higher Education *Problem Solving, *Thought Processes, *Verbal Ability, Visualization
Identifiers-Aptitude Treatment Interaction, *Spatial Ability, *Syllogistic Reasoning

An aptitude-strategy interaction in linear syllogistic reasoning was tested on 144 undergraduate and graduate students of both sexes. It was hypothesized that the efficiency of each of four alternative strategies control, visual, algorithmic, and mixed would depend upon the subjects' pattern of verbal and spatial abilities. Two tests of verbal ability and two tests of spatial ability were administered. Results indicated: (1) that the hypothesis was confirmed; (2) that subjects could be trained to use either a visual presentation or an algorithmic strategy; (3) that algorithmic strategy resulted in lower response times than the other strategies; and (4) that the validity of the mixed model was upheld for the control group. Correlations between parameter estimates for individual subjects and ability factor scores for verbal and spatial abilities are appended. (MH)

ED 174 666 TM 009 543

Alkin, Marvin C. And Others

Using Evaluations: Does Evaluation Make a Difference? Volume 76, Sage Library of Social Research.

California Univ., Los Angeles. Center for the Study of Evaluation.

Note-269p.

Available from-Sage Publications, Incorporated, 275 South Beverly Drive, Beverly Hills, California 90212 (clothbound, $15.00, paperbound, $7.95)

Pub Type- Books (010)

Document Not Available from EDRS.

Descriptors-*Case Studies, Educational Programs, Elementary Secondary Education, *Evaluation Methods, Evaluators, *Information Utilization, Minority Groups, *Program Evaluation, *Success Factors, *Use Studies

Identifiers-Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV C

Naturalistic research methods were used to analyze five case studies of school program evaluations. Interviews were conducted with program personnel and evaluators for the five programs, which were funded by the Elementary and Secondary Education Act, Title I, Title III, or Title IV-C. Programs were: (1) Bayview: Project MORE, a program to improve achievement and students' attitudes toward school, at McNaught Junior High School; (2) Valley Vista: an individually guided education Program implemented in an elementary school; (3) Rockland; K-LEAD, a kindergarten program emphasizing early diagnosis and treatment of academic problems; (4) Clayburne; Outreach, an experimental high school program offering alternative activities in career education; and (5) Garrison: a bilingual program for Mexican Americans at McNair Avenue Elementary School. The bulk of this book presents descriptions of each of the program evaluations, which are followed by the brief statements of various reviewers. It was suggested that eight interacting categories of factors contributed to the utilization of evaluation: preexisting evaluation bounds; orientation of users; evaluator's approach; evaluator credibility; organizational factors; extra-organizational factors; information content and reporting; and administrator style. (GDC)

ED 174 667 TM 009 546

Hayman, John And Others

On Aggregation, Generalization, and Utility in Educational Evaluation.

Pub Date-19 Jan 79
Note-25p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Collection, *Decision Making, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, *Failure Factors, Generalization, *Information Needs, Information Theory, *Information Utilization, Institutional Characteristics, Organizational Theories, *Program Evaluation
Identifiers-*Cross Levels Hypothesis

The cross-levels hypothesis is presented as an explanation for program evaluation failures. It states that the usefulness of evaluation data as feedback for decision making varies inversely with the number of organizational levels between the action the data describe, and the decisions they are intended to influence. To be useful for decision making, evaluation data must meet three hierarchical information needs: syntactic, semantic, and behavioral. Syntactic need refers to the choice of organizational levels. To avoid syntactic errors, evaluators should specify their level of reference individuals, classes, districts, states, nations and realize that aggregating data across levels may confuse relationships among variables. Evaluation data must be on the same level as decision maker concerns, to satisfy semantic needs. Formal evaluation reports, for example, are not relevant to teachers. The behavioral need explains why decision makers are less motivated by evaluation data removed from their level politically speaking, this information is not perceived as important to their own concerns. The cross-levels hypothesis is strongly supported by these information needs, and offers an alternative to research design or statistical procedures as an explanation for program evaluation failures. (CP)

ED 174 668 TM 009 573

Proceedings of the Invitational Conference on Testing Problems. (New York, New York, October 29, 1955).

Educational Testing Service, Princeton, N.J.
Pub Date-29 Oct 55
Note-148p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adults, *Aptitude Tests, Educational Counseling, Employment Services, Government Employees, *Occupational Guidance, Occupational Tests, *Predictive Measurement, Psychological Testing, Psychologists, *Testing Problems, *Test Interpretation, Test Results, Vocational Aptitude, Vocational Counseling

The conference focused upon the users of tests in counseling and guidance. The first session centered on multi-factor ability test batteries, with papers on Use of Multi-Factor Aptitude Tests in School Counseling, by Robert D. North; Use of the General Aptitude Test Battery in the Employment Service, by Pauline K. Anderson; Service Tests of Multiple Aptitudes, by Edward E. Cureton; and Logic of and Assumptions Underlying Differential Testing, by John W. French. Papers in the second session considered methods of improving communication of test information. Particular attention was given to the responsibility of the test user for initiating and maintaining communication with the test author and publisher. Papers were given by John W. Gustad on Helping Students Understand Test Information; Alexander G. Wesman on the Obligations of the Test User; and David H. Dingilian on How Basic Organization Influences Testing. The lucheon address was a re-examination of the role of the psychologist in modern society, presented by Morris S. Viteles. The final session reviewed the relative merits of clinical and actuarial approaches to prediction. Participants in the panel were Nevitt Sanford, Charles C. McArthur, Joseph Zubin, Lloyd G. Humphreys, and Paul E. Meehl. (BH)

ED 174 669 TM 009 574

Proceedings of the Invitational Conference on Testing Problems. (20th, New York, New York, November 3, 1956).

Educational Testing Service, Princeton, N.J.

Pub Date-3 Nov 56

Note-118p.

Pub Type- Collected Works - Proceedings (021) - Historical Materials (060)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Achievement Tests, Age Differences, Conceptual Schemes, *Curriculum Development, Educational Testing, *Educational Trends, Higher Education, Individual Characteristics, Intellectual Development, Intelligence, Intelligence Factors, *Intelligence Tests, Nontraditional Students, Personality Development, *Personality Tests, Personality Theories, Student Testing, Test Construction, *Testing Problems

The conference theme was Testing Then and Now, based upon the assumption that psychometrists should review their origins and look forward to their future. In the area of intelligence testing, Nancy Bayley discussed the research that re-assessed previous concepts of the nature of intellectual growth and decline. Thelma Thurstone discussed new evidence regarding the differences in the rates of achieving intellectual primes for the primary mental abilities. Gardner Murphy presented a new orientation to the field of personality appraisal, and Morris Krugman discussed the relationship between the newer concepts of personality and current methods of appraisal. The luncheon address was presented by Ben D. Wood. As for achievement testing, Ralph Taylor reviewed the approaches to curriculum then and now; John Dobbins reported on recent measurement of achievement in today's schools; and Louis Hacker discussed the need for appraising the ability and achievement of adults who are returning to college after normal working hours. (Author/BH)

ED 174 670 TM 009 624

Hutten, Leah R.

A Comparison of the Fit of Empirical Data to Two Latent Trait Models. Report No. 92.

Massachusetts Univ., Amherst. School of Education.

Spons Agency-Air Force Office of Scientific Research, Arlington, Va.

Pub Date-2 Apr 79

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Research prepared at the Laboratory of Psychometric and Evaluative Research

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Ability Identification, Achievement Tests, College Entrance Examinations, *Comparative Statistics, Elementary Secondary Education, Equated Scores, Factor Analysis, *Goodness of Fit, *Item Analysis, *Mathematical Models, Raw Scores, Statistical Data, Test Interpretation

Identifiers-Birnbaum 3 Parameter Logistic Model, *Latent Trait Models, *Rasch Model, Sample Size, Test Length

Goodness of fit of raw test score data were compared, using two latent trait models: the Rasch model and the Birnbaum three-parameter logistic model. Data were taken from various achievement tests and the Scholastic Aptitude Test (Verbal). A minimum sample size of 1,000 was required, and the minimum test length was 40 items. Results indicated that for data having items equal in discrimination, the Rasch model provided better fit to empirical data. A method for determining equality of item discrimination, using classical point-biserials, was suggested. Results suggested that the maximum likelihood estimate of discrimination may be inadequate at this time. Generally, guessing could not be estimated for this data. Since guessing and discrimination were thus confounded, it was impossible to determine whether use of the guessing parameter might have improved fit using Birnbaum's model. Results also indicated: (1) in both models, fit improved when data showed extremely strong first factor variance; (2) ability estimates from short tests were reasonably good, but item estimates from small person samples were not; and (3) when the LOGIST computer program was used with known item parameters, the cost of estimation was equivalent. In estimating item parameters simultaneously with ability, the savings using the Rasch model was considerable. (Author/GDC)

ED 174 671 TM 009 628

Terwilliger, James S.

Stevens' Scales of Measurement A Critique and an Alternative.

Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Science Research, Classification, *Conceptual Schemes, *Measurement, *Measurement Goals, *Measurement Techniques, Psychometrics, Statistical Analysis, Testing, *Typology
Identifiers-*Scales (Measurement), *Stevens (S S)

It is asserted that Steven's viewpoint on measurement that scales are nominal, ordinal, interval, or ratio has a limited usefulness for behavioral scientists and researchers, and that it is necessary to develop an alternative. Some limitations of Steven's theory are discussed: (1) its assumptions about the nature and purpose of measurement; (2) its limited utility as a guide for the design and interpretation of measurement procedures; and (3) the tendency of Steven's scale types to support fundamental misconceptions about the nature of science. An alternative viewpoint is recommended, and a revised definition of measurement is proposed, whereby the purpose is to index a quantity or amount of an attribute such as interest or aptitude. Rather than using Stevens' four scales of measurement, three ways to index phenomena are suggested: classificaiton systems; ranking techniques; and measurement procedures. (MH)

ED 174 672 TM 009 634

Raffeld, Paul And Others

A Simulation Study of the Effectiveness of Two Estimates of Regression in the Title I Model A Procedure.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Critical Path Method, Elementary Education, *Evaluation Methods, Expectation, *Mathematical Models, Norm Referenced Tests, *Post Testing, Program Effectiveness, Research Design, Simulation, Standard Error of Measurement, *Statistical Bias
Identifiers-Elementary Secondary Education Act Title I, *Normal Curve Equivalent Scores, *RMC Models

The RMC Model A (norm-referenced) for evaluation of Title I programs is based upon the equipercentile assumption that students maintain their percentile rank over a one-year period, provided that no special instrucional intervention is introduced. The control group, essentially the sample used to standardize the achievement test, represents the no-treatment expectation. The treatment effect is defined as the average posttest performance minus the average pretest performance. Title I participants are usually selected based upon low pretest scores, and may bias the results of Model A evaluation because low ability students generally regress toward the mean without any intervention. Two models which could estimate the no-treatment expectation and which might solve these problems were investigated: (1) Murray's recursive path analytic paradigm, encompassing three achievement measures, a group factor, an individual differences within group factor, and an error component; and (2) an extension of the one independent variable regression situation. Results indicated that for local districts with fewer than 500 students per grade, the no-treatment expectation would probably be overestimated. These two methods would be acceptable for use in districts with 2,000 or more students per grade. The use of local correlations, based on non-Title I participants, was also suggested. (GDC)

Powell, George And Others

The Equipercentile Assumption as a Pseudo-Control Group Estimate of Gain.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Compensatory Education Programs, Elementary Education, *Evaluation Methods, *Expectation, Models, Norm Referenced Tests, *Post Testing, Pretests, *Program Evaluation, Scores, Validity
Identifiers-Elementary Secondary Education Act Title I, *Equipercentile Assumption, Normal Curve Equivalent Scores, *RMC Models

The tenability of the equipercentile growth assumption was investigated. This assumption is the basis of the norm referenced evaluation model (Model A) for Title I program evaluations, and supposes that a cohort of students, given no special educational intervention, will maintain the same percentile rank over the course of a school year, as measured on a standardized achievement test. Model A also assumes that a good estimate of the no-treatment expectation is the percentile corresponding to the average pretest score. Data were analyzed from reading and mathematics scores on the Metropolitan Achievement Tests; pre- and post tests were administered to elementary school students in grades two through four. For reading test results, the equipercentile growth method of estimation was found to be valid within the limits of the sample size. The comparisons between pretest and post test means for the mathematics scores, however, were significantly different from what would be expected using the equipercentile assumption. (GDC)

Schaeffer, Gary A. And Others

A Multitrait-Multimethod Approach to Evaluating Measurement Techniques in Developmental Research.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Rating Scales, *Child Development, Correlation, Developmental Psychology, Individual Tests, *Matrices, Measurement Goals, *Observation, Preschool Education, Psychological Tests, Questionnaires, *Test Reliability, *Test Selection, Test Validity
Identifiers-Construct Validity, *Multitrait Multimethod Techniques

Developmental psychologists have not traditionally documented the psychometric properties of their observational instruments, partly because such concepts as reliability and validity are associated mainly with paper-and-pencil tests. A multitrait-multimethod correlation matrix (MTMM) was presented as a useful method for the psychometric evaluation of these instruments; two hypothesized constructs important in early social development (fear of strangers and exploration in a novel environment) were measured by a laboratory observation of child behavior, and by a maternal questionnaire. The MTMM applied an evaluation sequence not usually followed by researchers the sequence consisted of intra- and inter-observer agreement; stability consistency of children's behavior over a short term; and construct validity (and its prerequisites, convergent and discriminant validity). Observer agreement was a necessary but not sufficient condition for stability, and stability was a necessary but not sufficient condition for validity. (CP)

Newman, Isadore And Others
A Monte Carlo Evaluation of Estimated Parameters of Five Shrinkage Estimate Formuli.
Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correlation, *Mathematical Formulas, *Multiple Regression Analysis, Prediction, Sampling, Simulation, *Statistical Bias
Identifiers-*Cross Validation, Monte Carlo Method

A Monte Carlo study was conducted to estimate the efficiency of and the relationship between five equations and the use of cross validation as methods for estimating shrinkage in multiple correlations. Two of the methods were intended to estimate shrinkage to population values and the other methods were intended to estimate shrinkage from sample to sample. Comparisons were made for the six methods with three levels of population multiple correlations, four different sample sizes, and three different degrees of multicollinearity (average correlations among the predictor variables). One hundred samples were drawn for each of the 48 conditions. The data showed no advantage for the cross-validation procedure in comparison to the other methods. The major purpose of the study was to check the differential effects of multicollinearity on shrinkage estimates; but it was found to have virtually no effect. This may have been an artifact of the method used to generate the data. Caution is recommended against over-generalization from artificially generated data. (The computer program is appended). (CTM)

ED 174 676 TM 009 648

Cluxton, Sue Ellen Mandeville, Garrett K.

Latent Trait Models: Ability Estimates and Omitted Items.

Pub Date- Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, *Guessing (Tests), Item Sampling, *Mathematical Models, Primary Education, Reading Tests, *Scoring Formulas

Identifiers-Birnbaum 2 Parameter Logistic Model, Latent Trait Model, *Missing Data, Rasch Model

A comparison was made between four different scoring procedures for the 45-item Reading Comprehension subtest, Level 1, of the Comprehensive Test of Basic Skills, Form S, for a sample of 1,000 third grade students. These students were selected to have been among those who omitted from 3 to 22 of the 45 items. Another representative sample of 1,300 students was used to obtain one and two parameter estimates of the test items. The four scoring procedures included two procedures based on the Rasch (one-parameter) model and two procedures based on a two-parameter model. For each of these, one procedure was based on all 45 items, whereas the other procedure was based on only those items which the student had attempted. In general, the students received higher ability estimates when scored on only the items they had attempted, rather than on all items. (CTM)

Crowder, Christopher R.

An Investigation of Item Bias Occurring at Different Ability Levels for Anglo and Mexican-American Students.

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anglo Americans, *Cultural Differences, Culture Free Tests, Failure Factors, Grade 7, *Item Analysis, Junior High Schools, *Mexican Americans, Reading Ability, Reading Level, *Reading Tests, Spanish Americans, *Test Bias, Vocabulary Development
Identifiers-*California Achievement Tests, Distractors (Tests)

Two chi square techniques were applied to identify culturally biased items on the Reading Vocabulary and Reading Comprehension sections of the California Achievement Tests. Subjects were 1,035 Mexican Americans and 2,474 Anglo Americans in grade 7. Eight items appeared biased against Mexican Americans, but not Anglo Americans; seven occurred in the Vocabulary section. Three of the eight items also showed significant cultural group differences in response to incorrect answers, as well as four items not previously identified. Items were conditionally biased; that is, the bias appeared significant only for students in one level of reading ability those answering 26-50% correct on the total test. Removing the biased items did not increase the mean score for the Mexican Americans. Mexican American educators cited the inability to understand stem words as the main source of bias for at least six of the items, rather than language usage, cultural values, or test wiseness. In conclusion, the two methods detected biased items, but did not necessarily identify the same items. Used jointly, they were unable to identify a biased item by achievement level, or to specify the incorrect response that was the source of bias. (CP)

ED 174 678 TM 009 650

Thompson, Patricia And Others

Interrelationships Among Five Cognitive Style Tests, Student Characteristics, and Achievement.

Pub Date-Apr 79

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, *Cognitive Style, *Cognitive Tests, College Credits, College Majors, *Comparative Testing, Grade Point Average, *Grades (Scholastic), Higher Education, Locus of Control, Predictor Variables, Sex Differences, *Student Characteristics, Test Validity

Identifiers-Grasha Riechmann Student Learning Style Scales, Group Embedded Figures Test (Witkin), Learning Style Inventory (Kolb), Mehrabian Stimulus Screening Test, Nowicki Strickland Locus of Control Scale

Using college freshmen enrolled in a learning analysis course, the relationship between five tests of cognitive style was investigated: (1) Group Embedded Figures Test; (2) Grasha-Riechmann Student Learning Style Questionnaire; (3) Adult Nowicki-Strickland Locus of Control Scale; (4) Mehrabian Stimulus Screening Test; and (5) Kolb Learning Style Inventory. The relationship between these measures and other student variables was also considered; the student variables included choice of major; interest in various disciplines; cumulative grade point average; grades within subject disciplines; credit hours within disciplines; course achievement; age; and sex. Results indicated that the Learning Style Inventory subscales were essentially independent of the other measures, and that the Grasha-Riechmann Questionnaire demonstrated inconsistent relationships among subscales and with the other measures. The Group Embedded Figures Test (GEFT) demonstrated consistent and meaningful relationships across samples, and with educational outcomes such as choice of major, interests, achievement, and credit hours. In contrast to previously reported research, GEFT scores were repeatedly related to measures of achievement. The other four tests were judged to be not useful in studying the educational variables investigated in this research. (Author/GDC)

Powills, Judith A. And Others

Holistic Essay Scoring: An Application of the Model for the Evaluation of Writing Ability and the Measurement of Growth in Writing Ability Over Time.

Pub Date-Apr 79
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, Apirl 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, *Composition (Literary), Cost Effectiveness, *Essays, *Essay Tests, Evaluation Methods, Grades (Scholastic), Inservice Programs, Junior High Schools, Program Evaluation, *Rating Scales, Scores, *Scoring, Student Improvement, Test Reliability, Test Validity, Timed Tests, *Writing Skills
Identifiers-*Holistic Evaluation, Interrater Reliability

Language arts teachers participated in an inservice program, The Writer's Clinic, and evaluated their students' improvement in writing ability using holistic essay scoring techniques. Seventh and eighth grade students were administered an essay composition pretest in December; the same essay topic was given as the post test in May. Students were allowed 30 minutes to complete the composition. Scores were assigned to the essays by 44 Writer's Clinic participants. Sample student papers were selected to illustrate the scoring standards, which included ratings of one through four. Readers assigned a score representing their impression of the total paper. Three teachers rated each student paper, without being aware of the scores assigned by other raters. Of 5,788 papers which were read and scored, 258 (4.46%) had discrepancies in scoring which were resolved by clinic staff. Interrater reliability ranged from .77 to .84, and readers were able to score an average of 64 papers per hour per rater. As hypothesized, differences were found between seventh and eighth graders, and between pretests and post tests. Validity of the scoring method was also supported by the relationship of essay scores to separate teacher ratings of students' writing abilities and to grades in composition courses. (GDC)

ED 174 680 TM 009 652

Smith, Douglas U.

Estimating the Reliability of Clinical Ratings: An Alternative Approach.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, Computer Programs, Higher Education, Informal Assessment, *Mathematical Formulas, *Medical Students, *Rating Scales, *Reliability, Statistical Analysis, *Student Evaluation
Identifiers-Interrater Reliability, Kappa Coefficient, *Rater Reliability, *Reliability Formulas

The ratings of 43 third-year medical students were used to investigate a method of computing the reliability of ratings. The students were evaluated on a four-point rating scale along seven dimensions of clinical ability: diagnostic ability; motivation; sense of responsibility; oral-verbal ability; effectiveness with patients; ability to take a history and perform a physical examination; and cooperation. Seven individuals rated these students. The ratings were analyzed by means of a computer program which used a pairwise definition of agreement, and provided the following information: (1) distribution of ratings for each rater; (2) number of agreements as well as the proportion of times the rater was in agreement with other raters with whom he was paired; (3) kappa coefficient (corrected for chance agreement) for each rater on each dimension; (4) maximum value of kappa given the marginal distributions of ratings; and (5) mean and standard deviation of ratings. This information was also summarized for each rater across all dimensions, as well as for all raters on each dimension. An analysis of variance estimate of reliability was computed for comparison. The author's method provided greater meanings for the estimates, as well as an indication of the sources of unreliability. (Author/GDC)

Estes, Gary D.

Estimating Gains and Establishing Program Objectives Using Data from Nationally Normed Tests.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Achievement Tests, Compensatory Education Programs, *Educational Objectives, Elementary Secondary Education, Evaluation Methods, Models, *National Norms, *Norm Referenced Tests, Predictive Measurement, *Program Evaluation, Scores
Identifiers-California Achievement Tests, Comprehensive Tests of Basic Skills, *Elementary Secondary Education Act Title I, Normal Curve Equivalent Scores, SRA Assessment Survey

Normative data reported by publishers of the California Achievement Test, the Comprehensive Tests of Basic Skills, and the SRA Assessment Survey were used to illustrate a procedure for specifying goals for Title I programs in terms of normal curve equivalent (NCE) gains. The procedure was based on the amount of growth reflected in student reading and mathematics norms from one grade level to another, grades two to eleven inclusive. Specifically, the spring-to-spring standardized gains used as the no-treatment expectation were calculated, by subtracting the pretest means at the lower grade level from the posttest means at that grade, and dividing by the standard deviation on the pretest. Administrators can use the procedure, presented as tables of data, to subjectively judge Title I impact as a function of the percentage of increase which would be expected without the program. The procedure should be used with caution, however, because NCE gains across levels were not comparable, and because gains at higher grade levels were increasingly difficult to observe. (CP)

ED 174 682 TM 009 654

Hills, John R.

Using Empirical Data to Set Cutoff Scores.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Standards, Criterion Referenced Tests, *Cutting Scores, *Mastery Tests, Probability, Scores, Student Testing

Identifiers-Aptitude Treatment Interaction, *Test Length

Six experimental approaches to the problems of setting cutoff scores and choosing proper test length are briefly mentioned. Most of these methods share the premise that a test is a random sample of items, from a domain associated with a carefully specified objective. Each item is independent and is scored zero or one, with no provision for guessing. Developers and starting points of these methods are: (1) Berk instructed and uninstructed student groups; (2) Millman true scores; (3) Hambleton and Novick type of student placement error; (4) Fhaner, modified by Wilcox indifference zone; (5) Davis and Diamond Bayes's Theorem; and (6) Visco observed scores. Unlike the other methods, Visco considers finiteness of domain, guessing, and setting cutting scores for nonmastery. Visco raises the issue of emphasis on decisions about mastery to advance students, [illegible] certain decisions about nonmastery

ED 174 683 TM 009 655

Legg, Sue M. Ware, William B.

The Role of Fluid, Crystallized, and Creative Abilities in the Prediction of Scores on Essay and Objective Tests.

Pub Date-Apr 79
Note-26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstraction Levels, *Cognitive Ability, Creative Ability, *Essay Tests, Higher Education, *Intelligence Factors, Intelligence Tests, *Objective Tests, Performance Factors, Predictive Ability (Testing), *Predictor Variables, *Student Ability, Test Results

Student and test characteristics were examined by multiple regression analysis and discriminant function analysis to explain why 171 political science undergraduates scored differently on essay versus objective final examinations. Student characteristics included: (1) patterns of creative, crystallized, and fluid abilities as measured by the Cattell Culture Fair Intelligence Test, the McGraw-Hill Basic Skills System Reading Test, and the TORRANCE Tests of Creative Thinking; and (2) previous experience with the subject matter and test format. Test items on the final examination were characterized by the intellectual process required. The essay test was designed to measure creative or fluid (abstract) ability; half of the objective items required fluid ability and half required crystallized (concrete) ability. Results indicated that student characteristics failed to predict total score differences on the final examination, but test characteristics did students who scored higher on objective tests performed better on abstract items and students who scored higher on essays performed better on concrete objective items. (CP)

ED 174 684 TM 009 656

Crocker, Linda And Others

Predicting Children's Writing Performance from Standardized Achievement Tests.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, *Composition Skills (Literary), *Creative Writing, Essay Tests, Expository Writing, Grade 4, Intermediate Grades, Objective Tests, Performance Factors, *Predictive Ability (Testing), Reading Comprehension, Scoring, *Standardized Tests, Test Reliability, *Writing Skills

Identifiers-Holistic Evaluation, Interrater Reliability, *Metropolitan Achievement Tests

The relationship between children's performance on a standardized achievement battery and compositional writing performance was examined. One hundred thirty-eight writing samples were collected from fourth-grade students. Compositions were scored for both mechanistic and holistic qualities. Four subscores on the Metropolitan Achievement Test were also obtained: word knowledge, reading comprehension, language arts, and spelling. Canonical correlation and multiple regression were used to determine the degree of relationship between these variables. Results indicated that stanadardized test scores have moderate predictive value for children's holistic writing performance. (Characteristics of children with differential performance on writing exercises and standardized tests were also examined, and several implications for teachers were discussed). (Author/MH)

ED 174 685 TM 009 657

Groome, Mary Lynn Groome, William R.
Item Bias Identification: A Comparison of Two Approaches.
Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979); Tables marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Complexity Level, Identification, *Item Analysis, Mathematical Models, Simulation, *Test Bias, *Test Items
Identifiers-*Angoff Method, Birnbaum 3 Parameter Logistic Model

Angoff's method for identifying possible biased test items was applied to four computer-generated hypothetical tests, two of which contained no biased items and two of which contained a few biased items. The tests were generated to match specifications of a latent trait model. Angoff's method compared item difficulty estimates for two different groups, using a normal transformation of percent passing in each of the two groups for the difficulty statistics. The criteria for bias used in this study correctly identified 10 out of 21 supposedly biased items. (CTM)

ED 174 686 TM 009 658

Nassif, Paula M. And Others

Generating Parallel Test Forms for Minimum Competency Exams.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Complexity Level, *Criterion Referenced Tests, *Equated Scores, Functional Illiteracy, Higher Education, *Item Analysis, Mathematical Models, Minimum Competency Testing, Senior High Schools, State Programs, Teacher Certification, *Test Construction, Testing Programs, Test Items, *Test Reliability, Tests

Identifiers-Florida, Georgia, *Parallel Forms Reliability, Test Security

A procedure which employs a method of item substitution based on item difficulty is recommended for developing parallel criterion referenced test forms. This procedure is currently being used in the Florida functional literacy testing program and the Georgia teacher certification testing program. Reasons for developing parallel test forms involve test security and avoidance of the spread of knowledge about test content resulting from repeated administrations. Both maintenance of strict content parallelism and individual examinee classification consistency are insured when parallel forms are generated using p-values for item-by-item substitution. (MH)

ED 174 687 TM 009 659

Kameoka, Velma Sine, Larry

Application of a Precise Significance Test for Simple Structure to Some Important Structural Researches.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Factor Analysis, Oblique Rotation, Orthogonal Rotation, Predictor Variables, Psychometrics, *Statistical Analysis, Statistical Studies, *Tests of Significance
Identifiers-Bargmann (Rolf E), *Simple Structure

Bargmann's test for examining the statistical significance of simple structure in factor analysis, an extension of the original significance tables, and the application of the significance test to several noted factor analytic findings are described. Using Bargmann's test, only 2 of 25 factor analytic studies reviewed are considered acceptable. Sixteen of the 25 studies did not produce a single statistically well defined hyperplane for any factor. It is concluded that more extensive rotations are needed and that the appropriateness of the original variables with respect to the content domain sampled be re-examined. The establishment of well-defined simple structures are required for replication and invariance of factor structures. (Author/MH)

ED 174 688 TM 009 660

Craig, Marilyn Martin

Assessing the Effectiveness of a Framework for the Identification of Information Needs in Program Evaluation.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Evaluation, Higher Education, *Information Needs, Instructional Programs, Models, *Needs Assessment, Program Effectiveness, *Program Evaluation

The development and testing of the effectiveness of a model for the identification of information needs in program evaluation are discussed. More than 200 subcategories of information needs were divided into three major categories: history, conception, planning and development of the program; operation the ongoing processes of the program; and impact program results. Five major variables were investigated: (1) number of information needs identified; (2) type of information needs identified; (3) adaptability to varied evaluation situations; (4) subject ratings on importance and priority; and (5) comprehensiveness of the framework. Results verified the framework's potential as an effective tool to aid evaluators in exploring evaluation situations, in broadening the scope of evaluation studies, and in increasing the impact of those studies. (Author/MH)

Shapiro, Jonathan

Assessing the Impact of Evaluation: A Univariate Time Series Technique.

Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decision Making, *Evaluation Methods, Goodness of Fit, *Information Utilization, *Policy Formation, Political Influences, Program Content, Program Design, Program Effectiveness, *Program Evaluation, Research Methodology, Sampling, Tests of Significance, Trend Analysis
Identifiers-Meta Evaluation, Time Series Analysis

A statistical definition of information utilization for policy making decisions and an evaluation impact test to determine its occurrence are proposed. A univariate time series analysis is used to identify the internal trend for a given policy output variable and to control its effect. Two problems are identified in implementing an evaluation impact test: sample size and the nature of the time series significance test, which is used to make inferences about a series shift but actually measures goodness-of-fit of the forecasts. Other studies, involving utilization rather than quality as the dependent variable, are cited.

Two general classes of evaluation characteristics related to utilization are suggested: political or the nature of the organization which will use the evaluation results and the state-of-the-art in evaluation. It is suggested that utilization might be increased if certain elements were included in evaluations, such as: a statement of the premises on which a program is based; specification of the program's process model; and analysis of the effectiveness of program components or alternative approaches. (MH)

ED 174 690 TM 009 663

Powers, Stephen

A Comparison of ESEA Title I Student Gains in a Fall-to-Spring and Fall-to-Fall Out-of-Level Testing Schedule.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Gains, *Compensatory Education Programs, *Disadvantaged Youth, Educational Trends, Grade 7, Grade 9, High Achievers, Junior High Schools, Longitudinal Studies, Low Achievers, *Reading Achievement, *Student Testing, Testing Programs, *Time Factors (Learning)

Identifiers-Comprehensive Tests of Basic Skills, Elementary Secondary Education Act Title I, Metropolitan Achievement Tests, *Out of Level Testing, *Test Score Decline

A longitudinal study was initiated in the Tuscon Unified School District (TUSD) to follow the achievement of seventh and ninth grade Title I students: (1) to investigate the suitability and difficulty of the Total Reading Test of the Metropolitan Achievement Test (MAT) and the Comprehensive Tests of Basic Skills (CTBS); (2) to compare the gains in a fall-to-spring out-of-level testing program; (3) to determine if there was a decline in reading achievement over the summer; and (4) to study the fall-to-fall reading achievement patterns of low- and high-achieving groups in a compensatory education program. Results of the study indicated: the CTBS was suitable for both groups; the MAT was suitable for the ninth grade group but unsuitable for the seventh grade group; the seventh grade group made greater gains in fall-to-fall testing and the ninth graders made greater gains in fall-to-spring testing; the ninth graders but not the seventh graders showed a decline in reading achievement over the summer; and homogeneous regression lines of low- and high-achieving groups were retained. (MH)

ED 174 691 TM 009 664

Aoki, Ted Harrison, Edward

A Critical Approach to Program Evaluation in the B. C. Social Studies Assessment.

Pub Date-9 Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Critical Thinking, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, Knowledge Level, Program Evaluation, *Scientific Methodology, *Social Relations, *Social Studies, Social Values
Identifiers-*British Columbia Social Studies Program, Canada, *Values Clarification Theory

The British Columbia Social Studies program approaches the study of man-in-his-world from three perspectives: scientific; situational; and critically reflective knowing. Through each method, students are exposed to various interpretations of how the social world has been constructed. The program, however, emphasizes scientific knowledge. Through such an emphasis teachers and students are made dependent on one particular way of viewing the social world. Such dependence limits the possibilities for exploring their social environment. The extent to which the perspectives influence classroom presentations (passive vs. active, noncommittal vs. committal) stresses the importance of providing a balance of knowledge perspectives in the program. Research stresses the importance of incorporating alternate perspectives into social studies programs. A careful delineation of these alternatives within the British Columbia program would ensure that students have an opportunity to expand their perspectives and views of the social world around them. It is recommended that a full description of the perspectives incorporated into the British Columbia Social Studies program be carefully described in the curriculum guides. (Author/MH)

ED 174 692 TM 009 665

Williams, David M.

Curriculum Evaluation: An Empirical Perspective.

Pub Date- Apr 79

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Community Attitudes, Course Objectives, *Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Foreign Countries, Program Evaluation, *Social Studies, Teacher Attitudes

Identifiers-*British Columbia, Canada

The British Columbia Social Studies Assessment program gathered information about: (1) students' knowledge, skills, and opinions of society and social studies; (2) the reaction of various publics to student performance; (3) the relationship of school and non-school factors to student performance; (4) professional and non-professional views of the social studies curriculum objectives; and (5) teachers' views of the actual and desirable activities, resources, professional development, and curriculum development. A variety of tests, scales, surveys, observations, interviews, and analysis techniques were used to gather and summarize the data. The use of diverse approaches to program evaluation was defended as complementing empirical evaluation. It was stated that curriculum evaluators should not be sovereign in program evaluations and that account should be taken of the interests and needs of the end users of evaluations. (MH)

ED 174 693 UD 019 327

Bullock, Paul, Ed.
Minorities in the Labor Market. Proceedings of a Conference (Los Angeles, California, March 31-April 1, 1977).
California Univ., Los Angeles. Inst. of Industrial Relations.
Pub Date- 78
Note-127p.
Available from-Institute of Industrial Relations, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024 ($4.50)
Pub Type- Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors-American Indians, Asian Americans, Blacks, Economic Disadvantagement, *Economic Opportunities, *Economic Status, *Employment Opportunities, *Employment Patterns, Illegal Immigrants, Labor Force, Migrant Workers, *Minority Groups, *Occupational Mobility, Public Policy, Spanish Speaking

The papers and discussions in this volume report on the economic status of four minority groups during the middle 1970s. The problems of unemployment, underemployment, and poverty among American Indians, Asian Americans, blacks, and Chicanos are discussed. Emphasis is placed on social policy issues and contemporary economic problems, particularly in the western states. Gains are reported for some groups in some areas and stagnation and retrogression for others. Dr. Jorge Bustamante considers the problems associated with the migration of "undocumented workers." Bernard E. Anderson analyzes the economic trends and opportunities for the black community. Amado Y. Cabezas presents evidence to illustrate the low mobility of Asian Americans in the labor market. Fred E. Romero discusses the occupational mobility of Chicanos. Excerpts are given from a report by Ernest Stevens dealing with American Indians in the labor market and the findings of the American Indian Policy Review Commission regarding the economic status of American Indians are reported. An introduction and summary of conference proceedings are included. (Author/EB)

ED 174 694 UD 019 478

Beyer, Margaret Puritz, Patricia
It's Me Again; An Aftercare Manual for Youth Workers.
National Youth Alternatives Project, Inc., Washington, D.C.
Pub Date-78
Note-75p.
Available from-National Youth Alternatives Project, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($4.50)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Counseling Services, *Crisis Therapy, *Interagency Cooperation, *Needs Assessment, Program Evaluation, Program Planning, Referral, Staff Role, *Youth Problems, *Youth Programs

Aftercare is the service provided for a youth and his family following a crisis. To be responsive to youth needs, aftercare programs must provide continuity of care and be flexible. They must also address themselves to the well-being of the entire family and develop community networks of youth services. Planning is essential to the development of an adequate aftercare component in any crisis intervention program. After crisis stabilization, the youth's need for aftercare must be assessed. Many of the youth served need intensive family counseling, individual or group counseling, alternative housing, and active support for independent living. Most programs cannot provide all the long term care needed by their clients, so they rely on the services of other agencies. However, many clients are not motivated to continue to take advantage of aftercare services. Aftercare is best carried out when all long term care responsibilities are assigned to specific staff within a separate aftercare component. Clients and staff should assess the quality of aftercare services and funds should be sought for generating special aftercare resources. (Author/MC)

Hamilton, Douglas
State University Faculties Stuck on Tokenism in Kentucky. Staff Report 79-1.
Kentucky State Commission on Human Rights, Frankfort.
Pub Date-Jan 79
Note-36p.; Some small type
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affirmative Action, *Black Employment, *College Faculty, *Employment Opportunities, Employment Practices, *Employment Statistics, Equal Opportunities (Jobs), *Females, Higher Education, *Minority Groups, Token Integration
Identifiers-*Kentucky

Statistical data is presented in this report to show that the State supported universities and community colleges of Kentucky had an underrepresentation of blacks among tenured and non-tenured faculty at all universities but Kentucky State in 1977. It is pointed out that there was only slight progress, or no progress at all, at the traditionally white universities toward achieving meaningful levels of black participation between 1975 and 1977. Additional data provided for each of the universities and community colleges in Kentucky illustrate the hiring practices of each with regard to females and other minorities at the faculty level. It is argued that Asians and other minorities have made greater gains proportionately than blacks among the tenured faculty and that the most significant gains for female faculty have been in the Community College System. Recommendations for improving the racial composition and minority representation of Kentucky's higher education faculty are made. (EB)

ED 174 696 UD 019 504

Lau, Estelle Pau-on

Cross-Cultural Perspectives on Assertiveness and Self-Image.

Pub Date-79
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation, *Assertiveness, Behavior Patterns, *Chinese Americans, Chinese Culture, Cross Cultural Studies, Cultural Background, Cultural Differences, *Cultural Factors, *Decision Making Skills, Ethnic Stereotypes, Identification (Psychological), *Self Concept

In an examination of some relationships between culture, assertiveness, decisionmaking, and self image among Chinese Americans, this paper focuses on themes such as: (1) how cultural factors impinge on individual capability to be assertive; (2) specific ways in which cultural conditioning affects decisionmaking skills and other behavior patterns; and (3) the impact of culture on the development of self image. Differences between traditional Chinese and American family systems and traditional Chinese and American classroom settings are outlined, and special attention is given to the influence of stereotyped portrayals in school resource materials and of television on the behavior patterns of Chinese Americans. The implications of cultural conditioning in the classroom are also discussed. Taken into consideration are the advances made by the Chinese American movement and the role that identification with this movement has played in increasing self awareness, assertiveness, and involvement in decisionmaking within this group. (EB)

ED 174 697 UD 019 546

Stanton, Jim And Others

Overcoming Barriers to School Council Effectiveness.

Institute for Responsive Education, Boston, Mass.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date-Mar 79

Note-160p.

Available from-Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 ($6.50)

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Advisory Committees, *Change Strategies, Citizen Participation, *Citizens Councils, Evaluation Methods, *Organizational Effectiveness, *Parent Associations, Parent Participation, *School Community Cooperation, Student Participation, Teacher Participation

Identifiers-California, *Institute for Responsive Education MA, New York, North Carolina

This report describes and assesses a year-long effort by the Institute for Responsive Education (IRE) to support and evaluate local school advisory councils in five communities around the nation (San Diego, a suburban community in southern California, Fairfield and Calhoun Counties in South Carolina, and Yonkers, New York). An overview of the project's objectives, design, and implementation is provided. Barriers to the effectiveness and strengths and weaknesses of the strategies employed by the IRE in the project are reviewed. Four case studies are presented to illustrate the varying processes used by the IRE to provide resources and establish relationships between councils and citizens' organizations. These experiences are discussed in terms of local conditions, technical assistance provided, and specific evaluation activities implemented at each site. Based on the case studies, this paper draws conclusions and makes recommendations regarding common problems that various councils have in functioning effectively, and the need to make councils more effective by increasing the collaboration between parents, students, and professional educators. Specific processes or formulas which might be used for attaining this increased collaboration and for resolving particular issues are outlined. Appendices contain samples of the questionnaires used at each site. (EB)

ED 174 698 UD 019 591

Educational Opportunities through Federal Assistance Programs. Fiscal 1978.

Ohio State Dept. of Education, Columbus.

Pub Date- 79

Note-26p.; For a related document, see ED 155 264; Not available in paper copy due to reproducibility of charts and photographs in the original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, *Compensatory Education Programs, Delinquents, Disadvantaged Youth, Educational Finance, Elementary Secondary Education, Federal Aid, *Federal Programs, Handicapped Children, Instructional Materials Centers, Migrant Child Education, Neglected Children, Program Effectiveness, *Remedial Programs, *Resource Allocations, *Special Programs

Identifiers-Ohio

This report summarizes Ohio's Federally funded assisted educational programs for the 1977-78 academic year. Reviewed are the size and scope of the following: (1) basic programs for disadvantaged youth; (2) special programs for migrant children; (3) special programs for handicapped children in State-operated schools; and (4) special programs for neglected and delinquent children in State-operated schools. Each review lists the degree of school district participation, grant awards, expenditures, program highlights, and program successes. Other activities and programs summarized include the allocation of grants for library resources and learning materials, programs for strengthening the Ohio Department of Education, and adult basic education programs. In addition, the main components of two public laws which provide funds to school districts are outlined and a financial summary of funds distributed by the Division of Federal Assistance is provided. (EB)

ED 174 699 UD 019 592

Are Educational Priority Areas Still Worthwhile?

Centre for Information and Advice on Educational Disadvantage, Manchester (England).

Pub Date-Sep 77

Note-56p.; Report of a conference of the Centre for Information and Advice on Educational Disadvantage (Manchester, England, September 9-10, 1977)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Compensatory Education, *Educational Alternatives, *Educationally Disadvantaged, Educational Needs, *Educational Policy, *Educational Strategies, Elementary Secondary Education, Minority Group Children, *Needs Assessment, Student Needs

Identifiers-*Great Britain

This report summarizes the major papers presented at the conference and outlines the topics addressed in the group discussions. The papers summarized reflect the different views held by local education authorities in Great Britain concerning "Educational Priority Areas" (EPAs). The validity, practicality, and implications of various EPA approaches are discussed. Specific actions taken by the local authorities to establish priority areas for meeting the needs of disadvantaged students at different educational levels are described. These actions are evaluated in the group discussion outlines. Other issues dealt with include the designation and funding of EPAs, the corporate approaches to problems of disadvantage, school-based approaches to area problems, the diversity and effectiveness of educational provision, and the appropriate eduational provision for ethnic minorities. Listings of background papers and conference participants and a select bibliography with brief descriptions of a few typical studies are provided. (EB)

Shaw, Lois B.

Does Living in a Single-Parent Family Affect High School Completion for Young Women?

Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-Mar 79
Note-24p.
Available from-Library, Center for Human Resource Research, 5701 North High Street, Worthington, Ohio 43085 ($0.80)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Blacks, Caucasians, *Dropout Characteristics, Dropouts, *Family Characteristics, Fatherless Family, *Females, Heads of Households, Mothers, *One Parent Family, *Racial Differences, Secondary Education, Socioeconomic Status

A sample of mothers and daughters from the National Longitudinal Surveys of Labor Market Experience is examined to find out whether living in a one parent family has any effect on the chances of a daughter's completing high school. The sample is limited to mothers and daughters living in the same household during the initial sample screening in 1968. Three measures of family stability are given: the percentage of families ever headed by one parent; the percentage of families headed by one parent for at least two years; and the percentage of families headed by one parent at any time during the years when the daughter was aged 14 to 18. Average family income and number of siblings are also shown. Multiple regression analysis shows that failure to complete high school varies due to a number of factors, including length of time ever lived in a one parent family; level of family income during the high school years; educational level of mother; and knowledge of the world of work. It is found that low income is the single most significant factor in accounting for the probability of a daughter dropping out of high school, both for whites and blacks. (Author/MC)

ED 174 701 UD 019 596

Carr, Timothy James

A Comparative Study of the Duration of Unemployment of Young and Middle-Aged Men.

Ohio State Univ., Columbus. Center for Human Resource Research.
Pub Date- 79
Note-129p.
Available from-Library, Center for Human Resource Research, 5701 North High Street, Worthington, Ohio 43085 ($0.80)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Age Differences, Blacks, Caucasians, *Job Search Methods, *Males, Middle Aged, Racial Differences, Salary Differentials, *Unemployment, *Unemployment Insurance, Young Adults

A number of hypotheses concerning the job search behavior of unemployed workers are tested in this study. The empirical literature on unemployment is reviewed and data from the National Longitudinal Surveys of Labor Force Behavior panels of young men (aged 14 to 24 in 1966) and middle-aged men (aged 45 to 59) are analyzed. Variables examined include duration of search; return to search; wage offer level; probability of receiving an offer; search cost; and length of horizon. The unemployment duration model and the acceptance wage model are presented and discussed in terms of these variables. Transition rate (i.e., the probability of moving from unemployed to employed status) is analyzed. Findings are summarized both from a policy perspective and as an indication of the efficacy of the hypotheses tested, and directions for future research are suggested. (Author/MC)

ED 174 702 UD 019 605

Lereah, Lucy And Others

Cuban Staff Development Module.

Atlanta Public Schools, Ga.

Pub Date-76

Note-9p.; For a related document see UD 019 606; Module prepared through the Ethnic Heritage Studies Project

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cubans, *Ethnic Studies, *Instructional Materials, *Learning Activities, *Staff Improvement, *Teacher Education

This paper presents three objectives designed to increase teachers' knowledge about Cuba, its political refugees, and Cuban Americans. For each objective, specific activities and materials are listed. Suggestions for using these materials in the classroom are made. (EB)

Bolet, Margareta And Others

Cuba: The Pearl of the Antilles. Cuban Ethnic Studies; Resource Material.

Atlanta Public Schools, Ga.
Pub Date-76
Note-39p.; For a related document, see UD 019 605; Drawings may be marginally legible due to print quality of the original document ; Module prepared through the Ethnic Heritage Studies Project
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cubans, Cultural Background, *Cultural Traits, Ethnic Origins, *Ethnic Studies, Historiography, Immigrants
Identifiers-*Cuba

This collection of resource material includes descriptions of historical and cultural factors dealing with Cuba and Cuban Americans. Included are brief descriptions of Cuba, its people, its agriculture and natural resources, and its economic development. A brief historical review of Cuba, ranging from its discovery to its takeover by the communists, is also provided. Tables and text are used to describe the Cuban migration to the United States and its impact on the city of Miami. Cuban fine arts, famous Cuban athletes, Cuban foods, and Cuban music are also described. (EB)

ED 174 704 UD 019 610

Henson, Veleria B.

Afro-Americans; Staff Development Module.

Atlanta Public Schools, Ga.

Pub Date-76

Note-32p.; For a related document, see UD 019 611; Module prepared by the Ethnic Heritage Studies Project

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-African Culture, *Black Studies, Cultural Background, Historiography, *Instructional Materials, *Learning Activities, *Resource Materials, *Staff Improvement, *Teacher Education

This set of objectives is designed to increase teachers' knowledge about the historical and cultural heritage of Afro-Americans. Instructional materials and learning activities which can be used in meeting each of the objectives are listed. A preassessment test, criteria for measuring each objective, and numerous reference and resource citations are included. A bibliography is included in the appendix. (EB)

ED 174 705 UD 019 611

Henson, Valeria B. And Others
Afro-Americans: Resource Material.
Atlanta Public Schools, Ga.
Pub Date- 76
Note-135p.; Parts of some pages (drawings) may be marginally legible ; For a related document, see UD 019 610
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-African Culture, Black Achievement, *Black Culture, Black History, Blacks, *Black Studies, Civil Rights, *Instructional Materials, Learning Activities, Slavery, *Teacher Education

This resource guide lists activities and materials that can be used by teachers to provide students with information about the historical background and cultural heritage of Afro-Americans. Specific teaching strategies, learning activities, and informational readings are provided for the following topics: (1) prominent black Americans; (2) African heritage; (3) slavery; (4) equality and civil rights; (5) black achievement; and (6) current black culture. (EB)

ED 174 728 UD 019 667

Perspectives on the Instructional Dimensions Study; A Supplemental Report from the National Institute of Education.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Note-80p.; For a related document, see UD 019 666

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Classroom Environment, *Compensatory Education, Conference Reports, *Educational Improvement, Educationally Disadvantaged, *Educational Opportunities, Educational Research, Elementary Secondary Education, Equal Education, Individualized Instruction, Program Administration, *Program Evaluation, Remedial Reading Programs, Teaching Methods

Identifiers-*Elementary Secondary Education Act Title I, *Instructional Dimensions Study

In this volume the April, 1978 Instructional Dimensions Study Conference is reported. The conference focused on four areas of compensatory education: (1) opportunity to learn; (2) instructional setting; (3) planning, organization, and management; and (4) individualized instruction. An overview of the proceedings outlines and briefly discusses each of these areas. Individual papers address particular issues in each of the four areas. Papers by Gaea Leinhart and Herbert Zimiles deal respectively with the concept of educational opportunity at the classroom level and with the ``engagedness'' of children in the classroom. Each reviews pertinent literature on the subject of educational opportunity. G. Charlotte Kennedy analyzes teacher reported dimensions of compensatory education instructional environments in terms of ``mainstream'' and ``pullout'' settings. Roger W. Shuy argues that educational researchers have made little progress in assessing the effect of setting on education. Morton Botel describes different aspects of planning, organization, and management of selected reading programs. Finally, both Marianne Amarel and Jane A. Stallings argue that individualized instruction can be effective. (EB)

ED 174 706 UD 019 620

Identification of Children with Special Educational Needs.

Centre for Information and Advice on Educational Disadvantage, Manchester (England).

Pub Date-Mar 77

Note-37p.; Report of a conference of the Centre for Information and Advice on Educational Disadvantage (Southport, March 16-18, 1977)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Early Childhood Education, *Educational Assessment, *Educational Diagnosis, *Educational Needs, Elementary Secondary Education, Labeling (of Persons), Minority Group Children, Screening Tests, Special Education, *Testing

Identifiers-Great Britain

This paper summarizes the views expressed by various conference participants concerning current screening, diagnostics, and assessment procedures at the preschool, infant school, and junior school levels. The variety of practices employed by different educational psychologists, advisors, and teachers at different levels are discussed. References are also made to the results of current screening procedures and the improper use of social disadvantage indices. Specific attempts undertaken to design suitable screening procedures for the early identification of children in need of compensatory education and to overcome the labeling problem in assessing minority children are described. In addition, the paper presents highlights from a conference discussion concerning school based inservice training and from group reports dealing with different aspects of needs assessment. Lists of references and conference participants are provided. (EB)

ED 174 729 UD 019 668

Sizemore, Robert W.

A Comparison of the Perceptions of the Characteristics of Teachers by Black and White Secondary School Students in an Urban School District.

Pub Date- 79
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Black Students, Caucasian Students, *Effective Teaching, Grade 9, Grade 12, Junior High Schools, Racial Differences, Senior High Schools, *Student Attitudes, *Student Evaluation of Teacher Performance, Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics

Teachers may fail with junior high school age and black students because these groups differ from their senior high school age and white counterparts in their perceptions of which teacher behaviors are important. To test this hypothesis, black and white ninth and twelfth graders were asked to select their three best and three worst teachers and state what they considered to be the most important behavior differences between each good and each bad teacher. The 8640 identified behaviors were categorized according to three general dimensions: warmth, organization, and stimulation. Blacks and ninth graders more frequently perceived warmth factors as important, while for whites and twelfth graders organization and stimulation factors were more important. The 20 specific behaviors most frequently perceived as important were identified. Eighteen of these differed significantly by race or grade level. However, in terms of rank order listings, four of the top five behaviors for each group (ninth grade whites, ninth grade blacks, twelfth grade whites, twelfth grade blacks) were identical: (1) ability or willingness to adequately explain material; (2) ability to present material interestingly; (3) willingess to help students with work; (4) caring attitude. (Author/MC)

Watkins, Roger, Ed. Derrick, Deborah, Ed.

Co-operative Care; Practice and Information Profiles.

Centre for Information and Advice on Educational Disadvantage, Manchester (England).
Pub Date-77
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cooperation, *Educational Improvement, Educational Programs, *Intercommunication, Intergroup Relations, School Community Relationship, *School Social Workers, Shared Services, Social Services, *Teachers, Teamwork, Welfare Agencies
Identifiers-*Great Britain

This paper outlines a number of different projects, organizations, and services which have been effective in developing an unusual amount of interprofessional cooperation between educators and social service workers. Case study profiles are presented for several of the projects. Each profile includes: (1) general information; (2) a brief description of the strategies employed to improve communication and cooperation between educators and social workers; (3) a brief statement concerning the benefits gained from the strategies; (4) a listing of unresolved problems; and (5) a reference where further information can be obtained. Similar, but less detailed information is included in the descriptions of two research projects and various services and organizations which were designed to improve and promote cooperation and communication between educators and social service workers. A select bibliography is provided and includes a form for ordering related reports. (Ed)

ED 174 730 UD 019 669

Morin, Kathleen And Others

A Centennial Resource Collection, Boys and Girls High School, Vol. 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Pub Date-Mar 79
Note-160p.; For related documents, see UD 019 670-671; Best copy available; Not available in paper copy due to institution's restriction
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational History, High School Organization, *High Schools, Institutional Characteristics, Instructional Materials, *Learning Activities, *Lesson Plans, Local History, School Community Relationship, *School Demography, Secondary Education, Student School Relationship
Identifiers-New York (Brooklyn)

This curriculum guide outlines resource materials, lesson plans, and learning activities that may be used by subject area teachers with their students in marking the 100th anniversary of Boys and Girls High School. The plans presented correspond to the school's more recent history (1892-1979) and are designed to meet the requirements and standards of historical scholarship and the practical needs of curriculum implementation. The materials listed for each lesson plan are followed by suggested activities that are interdisciplinary and provide for a wide range of ability levels. They are written as brief descriptions and are listed alphabetically by subject area so that teachers may more readily select activities suited to their students and create their own lesson plans. Special event activities are also described. A preliminary inventory of Boys and Girls High School Archives and a bibliography are included. (Author/EB)

ED 174 708 UD 019 623

Willner, Eric

Identifying Problems and Potential Drop-Outs Among College Freshmen.

Pub Date- 79
Note-14p.; Not available in paper copy due to print quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Freshmen, Community Colleges, *Dropout Characteristics, *Dropout Identification, *Dropout Prevention, Educational Counseling, Junior College Students, Postsecondary Education, Potential Dropouts, Relevance (Education), *Student Characteristics, *Student Development, Vocational Counseling
Identifiers-*Kingsborough Community College NY

The purpose of this research project was to identify potential dropouts among entering freshmen at Kingsborough Community College (KCC) and some of the characteristics that might be related to the decision to leave college prior to earning the associate degree. Results of a survey of the Fall 1978 incoming freshmen provided descriptive data concerning this group, as well as statistical information concerning the relationships between students' intention to persist at KCC and student background factors. An analysis of these factors indicated that high school average, curriculum at KCC, reason for going to college, certainty of occupational objective, parents' attitude toward college, and rating of KCC as a place to get an education were significantly related to intention to persist at KCC. Practical conclusions that may be drawn from these findings include the following: (1) curricular offerings need to be closely related to realistic career and job opportunities; (2) subjects should be presented as functionally relevant; (3) ongoing educational and vocational guidance is needed to help students crystalize, clarify, and/or revise academic and career goals; (4) individual counseling is desirable to encourage persistence; and (5) a required ``Student Development'' or ``Freshman Colloquium'' course may be advisable in order to assist students with academic, vocational, and personal concerns. (Author/EB)

ED 174 731 UD 019 670

Morin, Kathleen And Others

A Centennial Resource Collection, Boys and Girls High School, Vol. 1.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date-Mar 79

Note-284p.; For related documents, see UD 019 669-671; Best copy available; Not available in paper copy due to institution's restriction

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational History, High School Organization, *High Schools, Institutional Characteristics, Instructional Materials, *Learning Activities, *Lesson Plans, Local History, School Community Relationship, *School Demography, Secondary Education, Student School Relationship

Identifiers-New York (Brooklyn)

This curriculum guide outlines resource materials, lesson plans, and learning activities that may be used by subject area teachers with their students in marking the 100th anniversary of Boys and Girls High School. An overview of the school's history is provided and contains a sampling of events, personalities, and structures which gave shape to its heritage. The plans presented correspond to the school's early history (1876-1892) and are designed to meet the requirements and standards of historical scholarship and the practical needs of curriculum implementation. The materials listed for each lesson plan are followed by suggested activities that are interdisciplinary and provide for a wide range of ability levels. They are written as brief descriptions and are listed alphabetically by subject area so that teachers may more readily select activities suited to their students and create their own lesson plans. A cross-reference grid that can be used for the location, coordination, sequencing and cross referencing of activities and a bibliography are included. (Author/EB)

Okura, K. Patrick

Asian Pacific American Mental Health Needs for the Future.

Pub Date-Oct 78
Note-13p.; Paper presented at the APHA Annual Meeting (Los Angeles, California, October 15-19, 1978); Not available in paper copy due to the reproduction quality of the original document
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans, Cultural Differences, Educational Needs, Financial Needs, *Government Role, Health Facilities, *Mental Health, Mental Health Programs, Psychological Needs, *Racial Discrimination, Racism, Refugees, *Socially Disadvantaged
Identifiers-Presidents Commission on Mental Health

This paper focuses on the problems of discrimination and disadvantagement faced by Asian and Pacific Americans. It is argued that discrimination and institutional racism have a negative effect on the mental health of this minority group. Recommendations made by a subpanel to the President's Commission on Mental Health to deal with these problems are outlined. They include: (1) provisions in mental health policies to acknowledge the unique cultures, languages, and lifestyles of Asian and Pacific Americans; (2) the enactment of an income maintenance program; (3) repeal of discriminatory legislation; (4) equity for immigrants and refugees coming to the United States; (5) recognition of the rights of Asian and Pacific American patients in health and mental health settings; (6) the enactment of a bill to establish a Division for Minority Group Mental Health Council and other advisory bodies; and (8) the allocation of funds for the development and support of bilingual and bicultural rehabilitation programs for Asian and Pacific Americans with developmental needs. (Author/EB)

ED 174 732 UD 019 673

Scott, Elois Skeen

Middle and Junior High School Title I Comprehensive Reading and Math Evaluation, 1976-1977.

Pub Date- 79
Note-20p.; For related documents, see UD 019 674-676; Not available in paper copy due to reproduction quality of the original document
Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, *Compensatory Education Programs, Cooperating Teachers, Effective Teaching, Inservice Programs, Instructional Materials, Junior High Schools, Middle Schools, Parent Participation, Program Administration, *Program Attitudes, *Program Effectiveness, *Program Evaluation, *Remedial Mathematics, *Remedial Reading Programs
Identifiers-*Elementary Secondary Education Act Title I, New York (Buffalo)

This paper lists the questions presented to and discusses the responses of math teachers, reading teachers, helping teachers, home-school teachers and principals regarding the effectiveness of Title I math and reading programs. Taken into consideration are respondents' attitudes toward student selection, inservice programs, materials and supplies, parent participation, teacher and Title I staff cooperation, and program administration. Recommendations made by the various teachers for improving their effectiveness and/or the overall effectiveness of the program in each of these areas are outlined. In addition, general observations are made concerning the role of each of these teachers in the Title I programs. (EB)

ED 174 710 UD 019 626

von Euler, Mary Reder, Nancy

Supplement to School Desegregation: A Report of State and Federal Judicial and Administrative Activity.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-50p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Court Cases, *Court Litigation, *Federal Court Litigation, Federal Legislation, *Integration Litigation, *School Integration, *State Action, State Legislation

This publication provides a State by State listing of court cases dealing with school desegregation. Each entry is listed alphabetically by State and includes a brief statement concerning the case and/or its status. (EB)

ED 174 711 UD 019 631

Davis, Robert Short, James F., Jr.

Dimensions of Black Suicide: A Theoretical Model.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.-IRP-RS-316
Pub Date-78
Note-19p.; Marginal print quality
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Blacks, Demography, Economic Factors, Marital Status, *Social Status, *Suicide, *Theories
Identifiers-*Louisiana

This paper develops a theoretical model of sucide, based on the theory of external restraints'' proposed by previous researchers, A.F. Henry and J.F. Short, Jr., and applies the model to a study of black suicides in Orleans Parish, Louisiana. The focus of the study is on the complexity of relationships between dimensions of black suicide and the social, demographic, and economic characteristics of blacks in the United States. Some of the variables considered include sex, age, marital status, social status, and community integration. It is pointed out that the theory of external restraints'' is only weakly sustained by the analysis. It is concluded that more adequate testing of the theory must await further data, with careful attention to the subjective aspects of hypothesized structural relationships. (Author/EB)

ED 174 733 UD 019 675

Scott, Elois Skeen

Programmatic Needs and Satisfaction of Hispanic Parents to the Buffalo, New York Title I Bilingual Program, 1977-1978.

Pub Date- 79

Note-11p.; For related documents, see UD 019 673-676; Page 8 may be marginally legible due to print quality in the original document

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Elementary Secondary Education, *Language Programs, *Parent Attitudes, *Parent Participation, Parent School Relationship, *Spanish Speaking

Identifiers-New York (Buffalo)

This paper lists the questions distributed to parents of children in this bilingual program in order to determine their perception of needs, and summarizes the responses of the few who returned the questionnaire. It is concluded that the weakest area of the program is parent involvement. Several suggestions are made for increasing the participation of parents in the educational process of their children. (EB)

ED 174 712 UD 019 633

Daniel, Vesta A. H.

Collaboration: Handbook for School/Community Development of Multicultural Education.

Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Grant-G007602010

Note-34p.; Not available in paper copy due to the reproduction quality of the original document

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Action Programs (Community), *Educational Strategies, *Ethnic Studies, Financial Support, *Multicultural Education, *Program Development, Program Evaluation, *Program Planning, *School Community Programs, Staff Improvement

Identifiers-*Ethnic Heritage Studies Program Act, Illinois

This handbook uses a Title IX Ethnic Heritage Studies Project conducted in Illinois as a model for suggesting methods and approaches that might be used by school personnel in introducing multicultural studies to a school community setting. Specific strategies are outlined and described for the following areas: (1) funding; (2) staff training; (3) recruitment activities; (4) action planning; (5) implementation; and (6) evaluation. Emphasis is placed on the fundamental importance of the process involved in developing and implementing a school community program in multicultural education. (EB)

ED 174 734 UD 019 676

Scott, Elois Skeen

Buffalo Public Schools Spanish-English Program Evaluation 1978-1979.

Pub Date-79

Note-48p.; For related documents see UD 019 673-675; Pages in Appendix 2 and 3 may be marginally legible due to print quality of the original document

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Admission Criteria, *Bilingual Education, *Bilingual Teacher Aides, *Bilingual Teachers, Elementary Secondary Education, Inservice Programs, Parent Participation, *Program Coordination, *Program Evaluation, Program Improvement

Identifiers-Elementary Secondary Education Act Title I, New York (Buffalo)

This paper lists the questions asked in interviews with Title I bilingual program teachers and aides. Each question is discussed in terms of interview responses and evaluator observations. Areas considered include student selection and language fluency, classroom management, program coordination, parent and parent advisory council involvement, inservice programs, and teacher/teacher aide satisfaction. Recommendations made by the evaluators concerning program improvement are outlined. Appendices include a summary of the questionnaire distributed to the bilingual personnel, a chart showing the distribution of participants, and samples of forms used in the bilingual program. (EB)

ED 174 735 UD 019 677

Buckalew, L. W., Ed. Wynn, Cordell, Ed.

Black American Heritage: Contributions to the American Culture.

Alabama A and M Univ., Normal.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Grant-G007700658
Note-205p.; Not available in paper copy due to the reproduction quality of the original document
Pub Type- Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-African Culture, African History, *Black Achievement, Black Culture, Black Education, Black Literature, *Blacks, *Cultural Background, *Cultural Pluralism, *Ethnicity, Human Relations, *Multicultural Education, Psychological Characteristics, Scientists, Social Integration

This report provides information concerning various aspects of the black American experience. Six major topic areas are addressed by the various papers presented in this volume. They include: (1) psychological aspects of black ethnicity; (2) sociological considerations of black heritage; (3) cultural contributions of black Americans; (4) the experience of black Americans in science; (5) educational aspects of black ethnicity; and (6) human relations and ethnicity. Each paper includes a list of references and/or resource materials. (EB)

ED 174 713 UD 019 636

Minority Aged: Black Americans, A Bibliography.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0071
Note-9p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, *Older Adults

This annotated bibliography of 38 titles lists sources of information about older, black Americans. (EB)

ED 174 714 UD 019 637

Minority Aged: Spanish Speaking, A Bibliography.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0071
Note-8p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Older Adults, *Spanish Speaking

This annotated bibliography of 30 items lists sources of information about older, Spanish speaking, minority people. (EB)

ED 174 736 UD 019 683

Ogbu, John U.

Cross Cultural Resource Center Institute on Parent Participation: An Evaluation Report. Bilingual Education Training Series.

California State Univ., Sacramento. Cross-Cultural Resource Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-38p.; For related documents see UD 019 684-688
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, *Community Involvement, Cultural Factors, *Educational Anthropology, Multicultural Education, *Parent Participation, *Program Effectiveness, Staff Improvement, Teacher Attitudes, *Teacher Education

This paper evaluates the Institute's training program, which was designed to help teachers and other educators make parent participation and community involvement in bilingual/bicultural education more effective. Focused on is the effectiveness of the anthropological techniques to which participants in the training program were introduced. The training program and its objectives are described, as well as the design of the evaluation, particularly its ethnographic component. Responses of the training program participants to an evaluation questionnaire are summarized. Taken into account are the language, ethnic, and general background characteristics of the participants and their knowledge about a cultural approach to parent participation before and after the training program. Response data are analyzed and findings are discussed. Recommendations concerning efforts of the training program to make bilingual/bicultural education more effective are outlined. (EB)

ED 174 715 UD 019 643

State of Wisconsin Annual Evaluation Report; E.S.E.A. Title I Programs for Neglected and Delinquent Children. Fiscal Year 1977.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date-77

Note-69p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, *Compensatory Education Programs, Corrective Institutions, *Delinquents, Elementary Secondary Education, *Neglected Children, *Program Effectiveness, *Program Evaluation, Remedial Mathematics, Remedial Programs, Remedial Reading Programs, Student Behavior, Student Characteristics, Student Participation, Tutorial Programs

Identifiers-Elementary Secondary Education Act Title I, Wisconsin

This report covers Title I programs operated from July 1976 through August 1977 and includes a description of the evaluation methods used, descriptions of the programs and the primary instructional services offered, and evaluations of individual programs. Emphasis is placed on the impact project participation had on the academic achievement and/or behavior of the students served. Taken into consideration are student characteristics such as age level, previous educational experience, ethnic membership, and length of project participation. Tables and graphs illustrate comparative and evaluative findings. Data indicate that remedial tutorial reading programs were more successful than remedial tutorial mathematics and perceptual motor training programs. Appendices include samples of forms used in the programs and in the program evaluations and a brief historical outline of Title I program development in Wisconsin. (EB)

ED 174 716 UD 019 644

Zee, Paul DeLeon, Marina

The Nutritional Status of Preschool Children in a Memphis Innercity Area. Report.

Saint Jude Children's Research Hospital, Memphis, Tenn.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.
Report No.-CSA-B4B-5492

Pub Date-May 79
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, Breakfast Programs, *Economically Disadvantaged, *Federal Programs, Inflation (Economics), Low Income Groups, Lunch Programs, *Nutrition, *Preschool Children, *Program Effectiveness, Unemployment, Urban Areas
Identifiers-Tennessee (Memphis)

Preschool children from poor families in a black Memphis community, who had shown considerable nutritional progress since a food program was introduced in 1969, lost some of these gains during the 1974-1976 recession. These losses can be attributed to inflation and the high rate of unemployment among the blacks in this community. The unfavorable trends of nutrition indicators demonstrated in this survey of the 1974-1977 period indicate that Federal food assistance programs cannot be relied upon to maintain optimal nutritional conditions among the children of poor families. (Author/EB)

Gibson, Margaret A. Arvizu, Steven F.

Demystifying the Concept of Culture: Methodological Tools and Techniques, Monograph II. Bilingual Education Training Series.

California State Univ., Sacramento. Cross-Cultural Resource Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-67p.; For related documents see UD 019 683-688
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, *Cross Cultural Training, *Cultural Differences, *Educational Anthropology, Educational Problems, *Educational Research, Effective Teaching, Elementary Secondary Education, Parent Role, *Research Methodology, Research Projects, *Social Science Research, Student Needs, Teacher Education, Teacher Role

This monograph describes techniques and methods which may be used by parents, teachers, and other educators who are working to make schools more responsive to students from different language and cultural backgrounds. Emphasis is placed on the techniques and methods used by anthropological fieldworkers to study culture and their usefulness in solving culturally based educational problems. A review of the basic techniques includes a discussion of: (1) their purposes and strengths; (2) the steps involved in using them; (3) the limitations of various techniques and some cautions about their use; and (4) suggested learning projects which can be used by educators to practice the techniques. The basic techniques covered include participation, observation, recording, interviewing, event analysis, life history, and written essays. Major phases in a research project and ethical issues which should be considered in such a project are also discussed. (EB)

ED 174 717 UD 019 645

Sanders, Joseph, Ed. Stokes, Dia B., Ed.
Status Report on Programs and Projects as of March 1, 1979.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-1 Mar 79
Note-75p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Basic Skills, *Child Development, *Compensatory Education Programs, Day Care Programs, *Developmental Programs, Early Childhood Education, *Educationally Disadvantaged, *Educational Research, Handicapped Children, Inservice Programs, Learning Disabilities, Outreach Programs, Program Administration, Public Policy, *Remedial Programs
Identifiers-Bush Institute for Child and Family Policy NC, Frank Porter Graham Center NC

This paper reports on the programs and research projects developed and/or undertaken by the Center to promote the development of high risk children. Included are descriptions of the Center's Longitudinal Program and its nine project components which concentrate on the early development of basic abilities among children from low income families. Other aspects of the Center's efforts described include a number of individual research projects, demonstration and development programs, and outreach and training programs. These additional programs and projects address such issues as health, learning disabilities, ethnography, infant and early childhood curricula, and day care technical assistance and training. Special public policy activities developed by the Bush Institute for Child and Family Policy are outlined. In addition, programs and support services implemented to deal with the administration and funding of programs and projects sponsored by the Center are described. A list of the Center's staff is provided. (EB)

ED 174 738 UD 019 685

Arvizu, Steven F. And Others

Demystifying the Concept of Culture: Theoretical and Conceptual Tools, Monograph I.

California State Univ., Sacramento. Cross-Cultural Resource Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-50p.; For related documents see UD 019 683-688
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Cross Cultural Studies, *Cross Cultural Training, *Cultural Awareness, Cultural Factors, *Educational Anthropology, Educational Problems, Effective Teaching, Elementary Secondary Education, *Teacher Education, Teacher Role

This monograph describes some concepts and methods developed in anthropology which may help parents, teachers, and other educators clarify their own cultural perspectives. Emphasis is placed on the role that these concepts and methods can play in helping educators, particularly bilingual teachers, deal more effectively with culture based educational problems. Specific topics addressed ethnocentrism; (3) ideal culture and real culture; (4) explicit culture and implicit definitions of culture and its personal nature; (2) cultural relativity and ethnocentrism; (3) cultural insider and cultural outsider; and (6) views of culture as culture; (5) cultural insider and cultural outsider; and (6) views of culture as fixed and changing. Taken into consideration is the role of the teacher as a cultural transmitter. The effectiveness of using the cross cultural perspective of anthropology with students and in training programs for administrators and teachers is also discussed. (EB)

ED 174 718 UD 019 646

Crandall, David P. And Others
Preparing for Dissemination; A Study of Technical Assistance for Developer-Demonstrator Projects in the NDN.
Network of Innovative Schools, Inc., Andover, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-Feb 79
Contract-300-78-0003
Note-256p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Compensatory Education Programs, Elementary Secondary Education, *Federal Aid, Federal Programs, *Information Dissemination, Information Networks, *Needs Assessment, Program Effectiveness, *Program Evaluation, *Technical Assistance, Validated Programs
Identifiers-*Elementary Secondary Education Act Title I, National Diffusion Network, *Title I Support System

The Title I Support System had two major functions: to provide technical assistance to Title I and migrant education projects specially selected for targeted dissemination to Title I schools through the Title I/National Diffusion Network (NDN); and to document, analyze, and report on the technical assistance activities and transactions between the Support System and its client projects. This report fulfills the second function: it provides information and recommendations to United States Office of Education program personnel responsible for designing or monitoring national dissemination strategies and technical assistance efforts to support them. Two areas are examined: the needs of developer-demonstrator projects; and the role of technical assistance in meeting those needs and supporting project operations. Described in detail are the technical assistance needs of each of the 21 projects, the different modes of assistance the Support System provided to meet those needs, factors that appear to be of significance in delivering technical assistance needs of each of the 21 projects, the different modes of assistance the Support System provided to meet those needs, factors that appear to be of significance in delivering technical assistance service, and the project personnel's perception of the utility and effect of the assistance they received. Questions raised by this study are also presented for future consideration. (Author/ST)

ED 174 739 UD 019 686

Rich, George W. Gibson, Margaret A.

Demystifying the Concept of Culture: A Teacher's Guide to the Cross-Cultural Study of Games and Play. Monograph IV. Bilingual Education Training Series.

California State Univ., Sacramento. Cross-Cultural Resource Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-63p.; For related documents see UD 019 683-688
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education; Classroom Observation Techniques, *Cross Cultural Training, *Cultural Differences, Cultural Factors, *Educational Anthropology, Elementary Secondary Education, *Games, *Play, Research Methodology, Social Science Research, Staff Improvement, *Teacher Role

This monograph presents some basic theoretical perspectives on play and its relationship to culture, and outlines some basic concepts that can be used to obtain information about cultural differences between children in a school setting. Emphasis is placed on the conceptual and methodological tools normally used in anthropological fieldwork and their potential utilization in an educational setting. Specific topics discussed include: (1) play and socialization; (2) types of play; (3) types of games; (4) game categories; (5) cultural patterns and games; (6) dominant values and games; and (7) real and ideal culture in games. Suggestions about how teachers may systematically observe and record children's games are presented. Included in these suggestions are discussions of observational problems, structural versus casual observation, and parent and child interviews. Ways in which the knowledge gained through these observations can be used in bilingual, cross cultural education, in research, in staff training, and in the general school setting and in reinforcing school-community ties are also discussed. (EB)

ED 174 740 UD 019 705

Kovner, Albert And Others

An Evaluation of Project LEAP, E.S.E.A. Title I Program of Medford, Massachusetts, 1978-1979.

Northeastern Univ., Boston, Mass.

Pub Date-79

Note-98p.; For related documents, see ED 156 732-733 and ED 156 801; Parts of the Appendix may not reproduce well due to the print quality of the original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Career Awareness, *Compensatory Education Programs, Counseling, *Demonstration Projects, Elementary Education, Parent Attitudes, Perceptual Motor Coordination, Phonics, Physical Education, *Program Effectiveness, *Program Evaluation, *Reading Programs, Speech Therapy, Student Behavior, *Test Results

Identifiers-Elementary Secondary Education Act Title I, *Massachusetts (Medford), Project LEAP

Project LEAP is the Title I program of Medford, Massachusetts, which, in 1978-79, received State validation as an exemplary program for its grades 2-6 reading component. This report describes the project's content, results, and the State evaluation which determined it exemplary. The program includes instruction in reading and language skills that emphasizes their integration with experience-based activities and materials. Additional features of Project LEAP are components in physical education, career awareness, counseling, and speech and language therapy. The program has also maintained an active Parent Advisory Council. Appended to this report are letters and other documentation relating to the project's evaluation. (Author/GC)

ED 174 719 UD 019 647

Hansell, Stephen

Ego Development and Social Network Structure.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-CSOS-R-274

Pub Date-Apr 79

Grant-NIE-G-78-0210

Note-43p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Group Status, *Group Structure, *High School Students, Interpersonal Relationship, Peer Groups, Peer Relationship, *Personality Development, Psychological Patterns, Secondary Education, *Self Concept, Sex Differences, Social Attitudes, *Social Development, Socialization, *Social Relations

This research investigated the relationship between ego development and social network structure in grades 9 through 12 in a private school. Students filled out a sentence completion test for ego development and named friends with whom they spent the most time in school on a sociometric questionnaire. Popularity, mutuality in dyads, and choices among friends in triads were expected to be high at middle range ego levels and low at the higher and lower ego levels. Choices between cliques were expected to be low at middle range ego levels but high at the higher and lower ego levels. Results supported the hypotheses for girls only, suggesting a sex difference in the importance of network structures for personality development. Girls at the highest stages of ego development also had unique roles as liaisons between cliques, while having fewer mutual friendships in dyads. These results challenge the assumption that increased interpersonal mutuality always accompanies personality growth and suggest that, under certain circumstances, imbalance in dyads facilitates the integration of larger network structures. (Author)

ED 174 741 UD 019 709

Mare, Robert D. Mason, William M.

A Multiple Group Measurement Model of Children's Reports of Parental Socioeconomic Status. Discussion Papers No. 531-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.-IRP-DP-531-78
Pub Date-Dec 78
Note-33p.
Pub Type-- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Factor Analysis, *Goodness of Fit, Information Sources, *Mathematical Models, *Parental Background, *Reliability, Socioeconomic Status
Identifiers-*Joreskog (Karl G)

An important class of applications of measurement error or constrained factor analytic models consists of comparing models for several populations. In such cases, it is appropriate to make explicit statistical tests of model similarity across groups and to constrain some parameters of the models to be equal across groups using a priori substantive information. This paper discusses a statistical model developed by K. G. Joreskog for these purposes. The model is applied to children's and parents' reports of parental socioeconomic statuses for several grade levels. The analysis, which includes data from sons' reports of the schooling and occupations of their mothers and fathers, suggests that children do not approach their parents' level of reporting accuracy at the same rate for all characteristics; however, by twelfth grade, sons and parents are equally reliable for all characteristics considered. (Author/GC)

Braddock, Jomills Henry, II

Academics and Athletics in American High Schools; Some Further Considerations of the Adolescent Subculture Hypothesis.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CSOS-R-275
Pub Date-May 79
Grant-NIE-6-78-0210
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Adolescents, *Athletics, High School Students, *Personal Values, *Student Attitudes, *Teacher Attitudes
Identifiers-Youth in Transition Project

This report examines the hypothesis that students and teachers hold different values in regard to the importance of school athletics versus school academic emphasis. In testing this hypothesis, data from the Youth in Transition Project and various questionnaires are used to compare the extent to which each group values both academic excellence and outstanding athletics as major goals for their schools. Findings indicate that students' academic and athletic values do not differ drastically from those of their teachers, and that there is little support for the hypothesis that there is a distinct adolescent subculture with regard to athletic and academic values. (Author/EB)

ED 174 742 UD 019 714

Scott, Bradley
Desegregation: The Next Step.
Pub Date-17 Apr 79
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Attitudes, Board of Education Role, *Community Responsibility, Community Role, Elementary Secondary Education, *Leadership Responsibility, Parent Role, *School Community Relationship, *School Integration, *Teacher Responsibility, Teacher Role

Curriculum content, personnel qualifications, hiring practices, facilities and equipment, parental and student rights, and school board impartiality, while important factors, do not insure the success of a desegregation effort within any school district. Without strong support from people within the community, including business, political, religious, and social sectors, desegregation efforts will not be successful. In addition, school district officials and the elected board members must be unambiguously supportive of desegregation, because their attitudes influence those of the adults in the community. Among community members, parents, in particular, do much to mold children's attitudes, and should therefore become well informed about desegregation. School staff must understand students' perceptions, feelings, and questions, and be willing to openly respond to potentially explosive concerns. In addition, faculty must encourage effective communication and dialogue. Administrators should both support teacher efforts to foster integration and be willing to move along more reticent faculty members. In sum, all participants have important responsibilities in regard to school desegregation. Their efforts should be characterized by sincerity, humanity, and the recognition that today's children are the adults of tomorrow. (GC)

ED 174 721 UD 019 650

Bailey, Stephen K.
Prejudice and Pride: The Brown Decision After Twenty-Five Years, May 17, 1954-May 17, 1979.
National Academy of Education, Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-May 79
Note-45p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conference Reports, Educational Finance, *Educational Policy, Elementary Secondary Education, *Integration Effects, *Integration Litigation, *Integration Methods, Racially Balanced Schools, Racial Segregation, Resource Allocations, *School Integration, Urban to Suburban Migration, Voluntary Integration
Identifiers-*Brown v Board of Education

The contributors to the panel discussion reported here are divided on whether the Brown decision was an attack on racial separation or an affirmation of parents' right to choose which schools their children attend. Nor do they agree on the role social science research has played in school desegregation litigation. Some contributors claim that the Brown decision has been fully implemented, since there are no longer any laws requiring or permitting segregation on grounds of race. Others, however, point to the delaying tactics used by many school districts to prevent immediate implementation of desegregation plans. Harmful effects of the Brown decision are also identified: attention and resources were diverted away from upgrading the quality of black schools; and desegregation orders have promoted white flight from central cities. The contributors are also divided on the effect of desegregation policies on the scholastic achievement of black children. Segregation of Hispanics is another problem addressed. Value priorities identified with respect to the contemporary meaning of the Brown decision include (1) anticoercion; (2) more equitable resource allocations; (3) desegregation; and (4) cultural preservation. Two major policy directions are suggested by the contributors: metropolitanwide school desegregation and improving schools where they are. (Author/MC)

ED 174 743 UD 019 723

Fowler, Floyd J., Jr.

The Evaluation of the Hartford Experiment: A Rigorous, Multi-Method Effort to Learn Something. Revised.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date-24 Jan 78

Grant-73-NI-99-0044-G; Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Attitudes, Community Programs, Crime, *Evaluation Methods, *Program Evaluation, *Research Methodology, *Social Science Research, Urban Areas

Identifiers-*Hartford Project

This paper focuses on problems faced and lessons learned in the evaluation of a community crime-reduction program. The program (``Hartford Project''), designed to reduce residential burglary, street robbery, and the fear of those crimes, is briefly described. A multimethod approach to evaluation, which considered each variable in at least two different ways and utilized both quantitative and qualitative information, is explained as it evolved in response to the characteristics of the Hartford Project. Demographic factors which might have had an impact on the evaluation results are also considered. Although the Project is tentatively concluded to have been a success, limitations of the evaluation are pointed out. The importance of good methodology in social science evaluation research is stressed. (GC)

ED 174 722 UD 019 651

Loewen, James W., Ed.

School and Residential Desegregation.

Catholic Univ. of America, Washington, D.C. Center for National Policy Review.
Pub Date-79
Note-21p.; Not available in paper copy due to print quality of the original document
Available from-Center for National Policy Review, Catholic University Law School, Washington, D.C. 20012 ($2.00)
Journal Cit-Clearinghouse for Civil Rights Research; v7 n1 Spr 1979
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, *Community Benefits, Elementary Secondary Education, Government Role, Inner City, *Integration Effects, Minority Group Children, *Neighborhood Integration, Racial Integration, School Administration, *School Integration, *Social Change, Teacher Role

This paper presents two articles which deal with school desegregation. Ronald D. Henderson and Mary von Euler review research on the topic and discuss the benefits of early desegregation, changes in the school that facilitate the process, long-term gains for minority youth in desegregated schools, and the role of faculty, staff, the courts, and the government in making desegregation more effective. James W. Loewen examines the relationship between school and residential integration and cites specific instances where school desegregation has helped to desegregate neighborhoods. (Author/EB)

ED 174 723 UD 019 652

The Prevention of Resegregation; Strategies for Teachers.
Institute for Teacher Leadership, Fullerton, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-30p.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies, Elementary Secondary Education, *Inservice Teacher Education, *Integration Plans, School Community Relationship, *School Integration, *School Segregation, *Teacher Improvement, Teacher Integration
Identifiers-*School Resegregation

The prevention of resegregation should be planned during the implementation of desegregation so that integration can be fully achieved. Although white flight and housing patterns influence resegregation in schools, it may also be linked to suspensions and expulsions, tracking, and testing and classification procedures. In order to prevent resegregation, teachers need to undergo extensive staff development about minority student characteristics; undergo training on teaching techniques that match the learning styles of minority students; and utilize community resources. In addition, new curriculum guides must be developed and more minority personnel hired. The New Brunswick Education Association has attempted scuh a teacher training program under its Community Action Regarding Education (CARE) Project. The Denver Public Schools also focused on the retraining of teachers. In the Denver plan it was recognized that staff integration and the prevention of staff resegregation are as important as student integration. Other important recommendations for promoting quality integration and preventing resegregation have been made by Dr. Boyd Bosma of the National Education Association's Teacher Rights Division. The Institute for Teacher Leadership (ITL) has developed a model training program based on the development of a group of 50 teacher leaders and 50 community and student spokespersons. (Author/MC)

ED 174 724 UD 019 653

Tolliver, J. Howard

Community Participation in Urban Public Schools; An Overview of Issues.

Pub Date-79
Note-21p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Board of Education Policy, Community Action, *Community Influence, *Community Involvement, *Community Role, Community Schools, Disadvantaged Groups, *Educational Planning, Elementary Secondary Education, Parent Participation, Public Schools, *School Community Relationship, Urban Areas
Identifiers-Teacher Corps

The issues addressed in this paper include: (1) various views of what constitutes a community; (2) the controversy over the quantity, kind, and division of decisionmaking powers allotted to community action groups; (3) arguments against and in favor of community participation; (4) characteristics which prohibit citizen participation among disadvantaged groups; (5) the benefits of community participation; and (6) administrative roadblocks to community participation. Specific programs such as community schools and the Teacher Corps which encourage parent and community involvement in educational planning are also examined. (EB)

ED 174 725 UD 019 664

Thomas, Earl Preston
Education in Jersey City: An Assessment of the Impact of Robinson V. Cahill.
Greater Newark Urban Coalition, N.J.
Pub Date-Jul 79
Note-40p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-City Problems, Court Cases, Educational Change, *Educational Finance, Educationally Disadvantaged, Elementary Secondary Education, *Finance Reform, Financial Needs, *Financial Problems, Political Influences, *Public School Systems, State Aid, Student Needs, *Tax Effort, Urban Schools
Identifiers-New Jersey, *New Jersey (Jersey City)

Despite the New Jersey Public School Education Act of 1975, Jersey City remains one of the poorest municipalities in New Jersey in terms of per capita property wealth, and this is having a negative effect on its educational system. Even though the new law increased State aid to public education, conditions in Jersey City have worsened. Educational spending has fallen below the State average, taxes have skyrocketed above the State average, and pupil achievement levels are among the lowest in the State. The school system, despite being overburdened with large numbers of special needs pupils, will probably continue to be a low spending, high need system. Educational spending will continue to be limited by the demands that funding of essential municipal services make on the city's limited tax base. Pupil performance may get worse rather than better. In order to rectify this situation, the school finance provisions in the Public School Education Act of 1975 will have to be replaced by a more equitable and adequate formula to provide the Jersey City educational system with sufficient fiscal resources. In addition, key participants will have to put aside "politics" and focus their efforts on meeting the needs of Jersey City's public school pupils if educational reform is to become a reality. (Author/EB)

ED 174 726 UD 019 665

Lee, Don Chang

The Korean Church as an Agency for the Assimilation of Koreans in the United States.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the Association for Asian Studies (31st, Los Angeles, California, March 30-April 1, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation, *Church Role, Civil Rights, *Ethnicity, Immigrants, *Korean Americans, *Religious Factors, *Social Integration
Identifiers-California (Los Angeles), California (San Francisco)

This study is based on the hypothesis that a functional relationship exists between the emergence of Korean Christian churches in America and an increasing number of Korean immigrants to the United States. The categories investigated include: (1) demographic characteristics of church membership; (2) the purely religious role of the churches; (3) the assimilative functions of the churches; (4) the relationship between clergy and laity; and (5) ethnicity as it relates to the churches. Data collected seem to support the theory and concepts presented in related literature that religion does function for the integration and survival of people in a society. In this case, Korean churches in America function as agents of religious and social assimilation, reinforce Korean ethnic identity and solidarity, and are gradually becoming a center of civil rights activities for Korean Americans. In conclusion, although Korean churches in America suffer from many problems including the lack of religious faith among members, financial difficulty, and intra-church conflict between clergy and laity, their emergence and functions are directly related to the multidimensional needs of Koreans as a minority in this country. (Author/EB)

ED 174 727 UD 019 666

The Compensatory Education Study: Major Research Projects. A Supplemental Report from the National Institute of Education.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-65p.; For a related document, see UD 019 667
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ancillary Services, *Compensatory Education, Federal Programs, *Program Administration, Program Costs, *Research Projects, State Programs, *Student Development
Identifiers-*Elementary Secondary Education Act Title I, *Research Allocations

This report provides an overview of study findings and a summary of each of the more than 35 research projects which make up the whole NIE Compensatory Education Study. General information on each of the projects is provided, as well as specific references to more detailed discussions. The studies included are divided into five major areas: (1) funds allocation; (2) services; (3) student development; (4) administration; and (5) a special archive project. Information concerning the purpose, methodology and findings of each particular study is provided. (EB)

Ability Identification

A Comparison of the Fit of Empirical Data to Two Latent Trait Models. Report No. 92. ED 174 670

Abstract Reasoning

Developmental Patterns in the Solution of Verbal Analogies. Technical Report No. 3. Cognitive Development Series. ED 174 659

The Development of Linear Syllogistic Reasoning. Technical Report No. 5. Cognitive Development Series. ED 174 663

The Effects of Instruction in Verbal Reasoning Strategies (Analogies) in a College Reading Improvement Course. ED 173 763

Abstracts

Journal for Research in Mathematics Education, Vol. 9, No. 4, July 1978. ED 174 400

Resources in Education (RIE). Volume 14, Number 12. ED 173 526

Academic Achievement

Academic Expectations and the School Attainment of Young Children. Report No. 269. ED 174 359

Academics and Athletics in American High Schools: Some Further Considerations of the Adolescent Subculture Hypothesis. ED 174 720

Achievement Motivation Correlates: Sex Differences in High School Seniors. ED 173 706

Adapting Science Curricula to the Needs of Teachers and Students. ED 174 390

Alberta Science Achievement Study: A Study Conducted for the Minister's Advisory Committee on Student Achievement. Executive Summary. ED 174 458

An Assessment of Selected Variables Affecting Success in Community College Introductory Biology. ED 174 298

CLEP English Follow-Up Study. AIR Forum 1979 Paper. ED 174 116

A Comparison of Personalized Instruction and Lecture/Discussion Courses in Electrical Engineering with Self-Selection of Treatment. ED 174 131

Curriculum Evaluation: An Empirical Perspective. ED 174 692

Does Living in a Single-Parent Family Affect High School Completion for Young Women? ED 174 700

Effective Fiscal Leadership. ED 173 966

The Effect of Expressive Writing upon College Freshmen's Cognitive and Affective Development. ED 173 801

The Effects of Multiage Grouping on Achievement and Self-Concept. ED 174 593

The Effects of Part-Time Employment on High School Students' Grade Point Averages and Rate of School Attendance. ED 173 592

The Effects of Written Corrective Feedback on Graded Quizzes for Students in a Personalized System of Instruction. ED 173 711

Exploring Relationships Between Objective and Subjective Measures of Instructional Outcomes. AIR Forum 1979 Paper. ED 174 115

Reevaluating Educational Standards. ED 174 609

Report to the Board of Higher Education on the Results of the New Jersey College Basic Skills Placement Testing, May 1, 1978 September 28, 1978. ED 174 646

Report: 1978 Wisconsin Pupil Assessment Program. Bulletin No. 8169. ED 174 648

School Failure, School Attitudes and the Self-Concept in Delinquents. ED 173 712

Second Annual Report: Program of Research and Evaluation for Public Schools (PREPS), 1977-1978. ED 173 929

Spring 1977 Survey of the Goals and Achievements of Students Enrolled in Spring 1973. ED 174 274

State of Wisconsin Annual Evaluation Report; E.S.E.A. Title I Programs for Neglected and Delinquent Children. Fiscal Year 1977. ED 174 715

Study Behavior and Academic Achievement. ASHE Annual Meeting 1979 Paper. ED 174 183

A Summary Report. 1978 New Hampshire Educational Assessment Program. ED 174 662

Academically Handicapped

Reading in the Content Areas: Suggestions for Inservice Training of Content Area Instructors. ED 173 773

Academic Aptitude

The Process of Transfer in a Learning for Mastery Setting. ED 174 642

Academic Education

Average Hours Taken by Students Fall 1978 as Compared Against Previous Years and an Analysis of SCH Production. Institutional Research Report No. 78/79-3. ED 174 269

Academic Failure

School Failure, School Attitudes and the Self-Concept in Delinquents. ED 173 712

Academic Libraries

A Comparison of Cost Factors Used by OCLC Service Centers. ED 174 238

Interlibrary Loan and Post-Secondary Libraries in British Columbia. Report of a Project. September 1977-April 1978. ED 174 208

Libraries of Jesuit Colleges and Universities. Annual Survey, 1977-78. ED 174 258

Policy Manual for a Computerized Search Service in an Academic Library. ED 174 271

Academic Rank (Professional)

Problems in and Approaches to Monitoring the Status of Women Faculty: A Case Study. AIR Forum 1979 Paper. ED 174 108

Academic Standards

The Myth of the All-University GPA: An Analysis of Sources of Apparent Grade Inflation. AIR Forum 1979 Paper. ED 174 118

Reevaluating Educational Standards. ED 174 609

Using Empirical Data to Set Cutoff Scores. ED 174 682

Accessibility

Barrier-Free Site Design. ED 173 984

Recreation for All. ED 173 982

Access to Education

Impact of Student Financial Aid Programs on the Achievement of Equal Educational Opportunity in Higher Education. ASHE Annual Meeting 1979 Paper. ED 174 190

Issues and Answers for Implementing Section 504. ED 174 167

Accident Prevention

Oakland County Science Safety Series: Reference Guide for Biology. ED 174 473

Oakland County Science Safety Series: Reference Guide for Chemistry. ED 174 474

Oakland County Science Safety Series: Reference Guide for Elementary Science. ED 174 472

Accountability

Charters of Accountability, 1978-79. ED 174 266

Accounting

Accounting Procedures for Student Organizations. 1979 Edition. School Business Administration Publication No. 3. ED 173 937

Acculturation

Cross-Cultural Perspectives on Assertiveness and Self-Image. ED 174 696

The Korean Church as an Agency for the Assimilation of Koreans in the United States. ED 174 726

Achievement

Competencies Needed by Students Entering Automobile Mechanics Programs in Texas Secondary Schools with Emphasis on Achievement Expectations for the Handicapped. ED 173 557

A Followup Study of the CETA College Adapter Program. Final Report. ED 173 638

Indicators for Learning and Teacher Competencies in the Basic Skills: Mathematics. Florida Educational Research and Development Council, Inc., Research Bulletin, Volume 13, Number 1, Summer 1979. ED 174 455

Nice Girls Don't Study Mathematics: The Perspective from Elementary School. ED 174 477

The Role of Mathematics in Women's Career Development. ED 173 693

Achievement Gains

The Equipercentile Assumption as a Pseudo-Control Group Estimate of Gain. ED 174 673

Estimating Gains and Establishing Program Objectives Using Data from Nationally Normed Tests. ED 174 681

A Simulation Study of the Effectiveness of Two Estimates of Regression in the Title I Model A Procedure. ED 174 672

Achievement Rating

Major Misconceptions About "Grade Equivalent" Scores. ED 174 651

Achievement Tests

Development and Application of Criteria for Screening Commercial Standardized Tests for the Massachusetts Basic Skills Improvement Policy. ED 174 652

Major Misconceptions About "Grade Equivalent" Scores. ED 174 651

Predicting Children's Writing Performance from Standardized Achievement Tests. ED 174 684

Proceedings of the Invitational Conference on Testing Problems. (20th, New York, New York, November 3, 1956). ED 174 669

Acoustic Phonetics

Listening to Elliptic Speech: Pay Attention to Stressed Vowels. ED 174 034

Acting

Strutting and Fretting: Shakespeare and the Novice Actor. ED 173 888

Action Programs (Community)

Decisions and Drinking: A National Prevention Education Strategy. Proceedings of a Workshop. ED 173 741

Activities

Attendance At Activities With a Geriatric Population: Antecedents and Consequences. ED 173 685

Camp Chinkapin. ED 174 370

Health Planning Under Way. Annual Report, Fiscal 1978. ED 173 596

Training K-12 Staff for Career Education. ED 173 627

Training University Faculty and Aspiring Educators Enrolled in Pre-Service for Career Education. ED 173 625

Activity Reinforcement

Preferential Career Activities for Elementary Children. ED 174 347

Activity Units

Actividades al Aire Libre (Outdoor Activities). OBIS/Mini-Corps. ED 174 387

Actividades al Aire Libre (Outdoor Activities). OBIS/Mini-Corps. ED 174 388

The OBIS Story. Outdoor Biology Instructional Strategies. ED 174 363

Outdoor Biology Instructional Strategies Trial Edition. Set I. ED 174 365

Outdoor Biology Instructional Strategies Trial Edition. Set II. ED 174 366

Outdoor Biology Instructional Strategies Trial Edition. Set III. ED 174 367

Outdoor Biology Instructional Strategies Trial Edition, Set IV. ED 174 368

Adjustment Problems

Longitudinal Changes in the Adjustment to Parenthood. ED 173 697

A Psychological Profile of College Dropouts. ED 173 698

Toward an Understanding of the Mental Health and Substance Abuse Issues of Rural and Migrant Ethnic Minorities: A Search for Common Experiences. ED 174 382

Adjustment (to Environment)

Arctic Engineering Through Human Eyes. ED 174 377

Establishment of a Re-Entry Model to Reduce Recidivism Among Court Ward Students. ED 173 699

Person-Environment Interventions With Aging Depressed Women in Institutions. ED 173 709

Administrative Organization

Charters of Accountability, 1978-79. ED 174 266

Determinants of Structure in Arts, Science, and Humanities Colleges in Major Universities: A Macro-Sociological Approach. ASHE Annual Meeting 1979 Paper. ED 174 173

Generalists, Specialists, and Academic Organization. ASHE Annual Meeting 1979 Paper. ED 174 174

The Organization and Administration of Physical Education. Fifth Edition. ED 174 579//

Administrative Personnel

The Assessment of Administrative Performance in Colleges and Universities. ED 174 144

Developmental Strategies and Analytical Techniques for Improving the Cost-Effectiveness of Vocational Programs. Handbook. ED 173 552

The Identified Need and Means for the Inhouse Training of Higher Education Administrators. ASHE Annual Meeting 1979 Paper. ED 174 178

National Workshop & States' Follow-up Activities for Improving the Cost-Effectiveness of Vocational Programs. Workshop Report. ED 173 551

Organizational Processes in Southeastern Universities. Research in Education. Volume 10, Number 3. ED 174 162

Training K-12 Administrators for Career Education. ED 173 626

Two Related Research Studies: Identification of the Need and Means for Enhancing the Performance of College and University Administrators. AIR Forum 1979 Paper. ED 174 083

Administrative Policy

Interlibrary Loan Policies. CDLC Libraries. ED 174 209

Legal Issues Relating to Part-Time Faculty Employment. Occasional Paper Series No. 6. ED 174 060

Administrative Principles

The Organization and Administration of Physical Education. Fifth Edition. ED 174 579//

A School Administrator's Manual. OSSC Bulletin Vol. 23, No. 1. ED 173 964

Administrator Attitudes

Faculty Questionnaire for Future Planning: Results. ED 174 171

Guidance Services in Canadian Schools. ED 173 710

The Identified Need and Means for the Inhouse Training of Higher Education Administrators. ASHE Annual Meeting 1979 Paper. ED 174 178

Organizational Processes in Southeastern Universities. Research in Education. Volume 10, Number 3. ED 174 162

Student Discipline: An Analysis of Teacher and Administrator Perceptions. ED 173 971

Two Related Research Studies: Identification of the Need and Means for Enhancing the Performance of College and University Administrators. AIR Forum 1979 Paper. ED 174 083

Administrator Characteristics

Requisites for an Effective University Grants Development Operation. AIR Forum 1979 Paper. ED 174 126

Administrator Education

Building Level Coordinators/Directors and Community Education. Role Guide Series #6. ED 173 957

Cable, Two-Way Video, and Educational Programming: The Case of Daycare. ED 174 307//

Day Care Personnel Management. ED 174 335

Preschool and Child Care Administration. (Revised Edition). ED 174 341

Training K-12 Administrators for Career Education. ED 173 626

Administrator Evaluation

The Assessment of Administrative Performance in Colleges and Universities. ED 174 144

Career Development of Post-Secondary Administrators. AIR Forum 1979 Paper. ED 174 082

Organizational Processes in Southeastern Universities. Research in Education. Volume 10, Number 3. ED 174 162

Two Related Research Studies: Identification of the Need and Means for Enhancing the Performance of College and University Administrators. AIR Forum 1979 Paper. ED 174 083

Administrator Guides

One Land, Many Voices: Ethnic Heritage through Music. ED 174 521

Project MAVE - Model for Articulated Vocational Education. Final Report. ED 173 639

Administrator Responsibility

Adapting Science Curricula to the Needs of Teachers and Students. ED 174 390

Charters of Accountability, 1978-79. ED 174 266

A Guide for Vocational Education Sex Equity Personnel. Research and Development Series No. 143. ED 173 604

Litigation, Legislation and the Principal. ED 173 968

A School Administrator's Manual. OSSC Bulletin Vol. 23, No. 1. ED 173 964

Administrator Role

The Administrator and Non-Traditional Educational Delivery Systems. ED 174 158

Building Level Coordinators/Directors and Community Education. Role Guide Series #6. ED 173 957

Getting the Most from the Budget Exercise. ED 173 972

Leisure Services Personnel and Community Education. Role Guide Series #9. ED 173 960

Litigation, Legislation and the Principal. ED 173 968

The Marketing Role of the College or University President. AIR Forum 1979 Paper. ED 174 124

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